

Senior Phase Options 2023 – 2024

A guide to Courses available in the Senior Phase (S4)



LESMAHAGOW HIGH SCHOOL



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INTRODUCTION – THE SENIOR PHASE S4

You have now reached the stage in High School when we begin our preparations for you to move into the Senior Phase. This refers to S4, S5 and S6. At this stage important decisions have to be made about your future studies. You will now have the opportunity to study National Qualifications at **level 3, 4 or 5** in S4 as well as Highers in S5 and Advanced Highers in S6. The purpose of this booklet is to support you to make the right choices for your future study.

Students in S4 entering the *Senior Phase*, can pursue the following levels of study:

- National/Level 3
- National/Level 4
- National/Level 5

Students returning to S5/6 and continuing in the *Senior Phase*, will pursue the following levels of study:

- National/Level 4
- National/Level 5
- Higher/Level 6
- Advanced Higher (in a limited number of subjects)/ Level 7

Your subject teacher, as well as your pupil support teacher, will advise you which course is most suited to your needs and abilities.

Departments have written a guide to the subjects on offer in their area. It is important that you make the right choices to help you achieve success in school and plan for your future career.

- Read the information in this booklet carefully
- Speak to your class teacher about their subject in S4
- Discuss your choices with your parents
- Speak to your Pupil Support teacher who will guide you through this process
- Consider your future career path and the subjects you will need to take

When you have been through each of these stages you will be asked to return your choice sheet. Everyone studies English and Maths in S4. You then choose 5 other subjects in S4. The choice sheet explains this to you. You should number your choices 1 – 5 in order of preference. You are also asked for a sixth choice in case one of your other choices is not available.

The diagram on the following page shows progression routes for pupils. Remember S4 – S6 is called the Senior Phase and over the 3 years it should be possible for you to access all of the subjects you require. If you are not able to do all of the subjects, you want in S4 you will have the opportunity to pick them up in S5.

Parents should contact Pupil Support in the first instance with any enquires regarding the option process or choices.

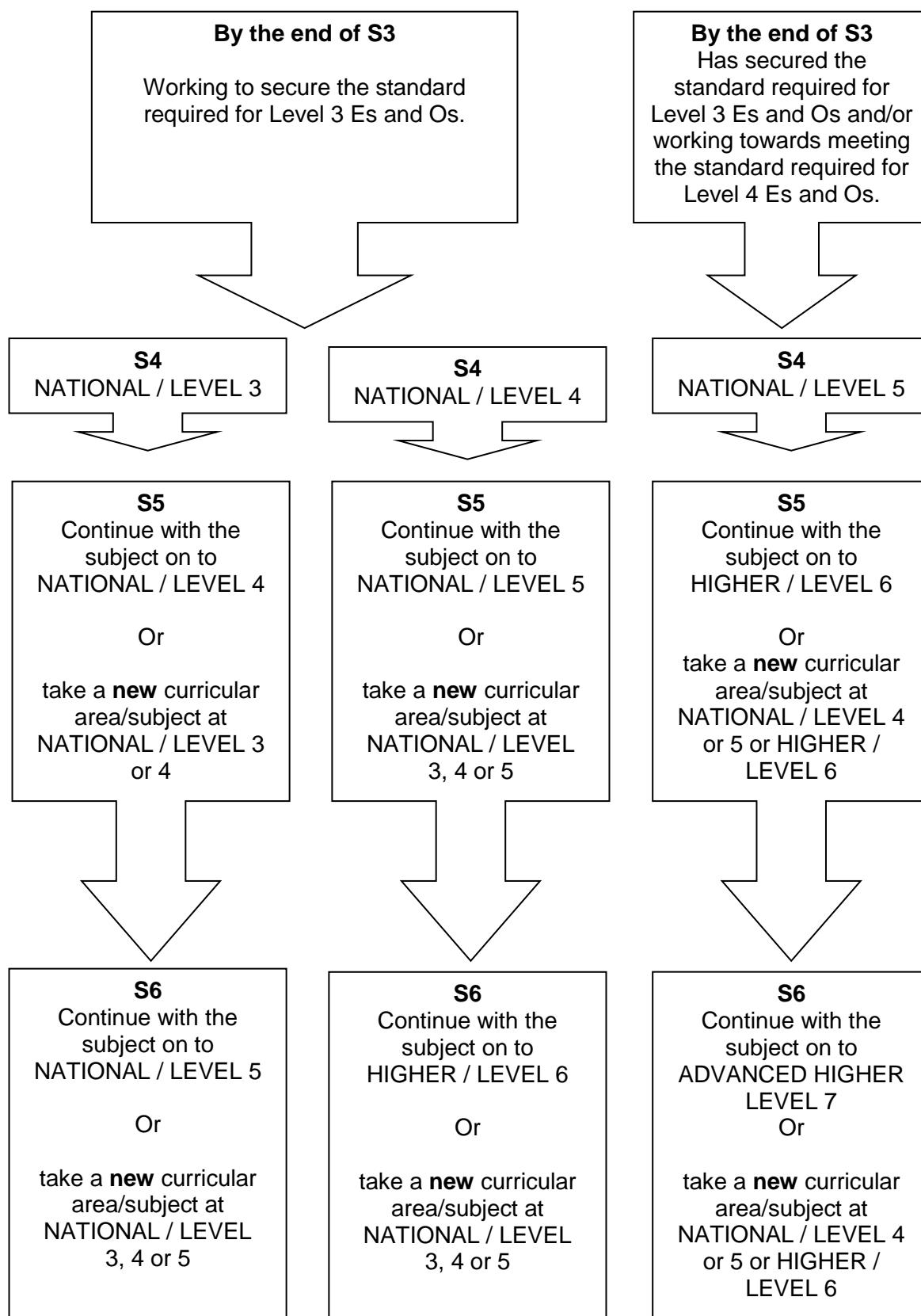
Think carefully about your future plans before you make your choices.

Barbara Lee
Head Teacher

WHAT LEVEL WILL I STUDY?

The diagram below should help students to select the appropriate course progression route in subjects across the Senior Phase.

Progression in the Levels of the Senior Phase from one session to the next depends on pupils meeting the entry requirements for that subject.



ENGLISH

More information can be obtained from: - MISS L PARSONS
(Faculty Head)

(National 3, 4 & 5)

ENGLISH: National 3

COURSE OUTLINE

National 3 English offers learners the opportunity to develop the ability to understand and use language in practical and relevant contexts. Learners also develop simple language skills through the study of literature, language and media.

National 3 English enables learners to understand and use vocabulary, word patterns, text structures and style. Learners recognise, analyse and use language for a range of purposes.

COURSE STRUCTURE

The course is made up of **three** mandatory units:

Unit 1: Understanding Language

This Unit provides learners with the opportunity to develop **listening** and **reading** skills. They will develop the skills needed to understand, analyse and evaluate simple texts.

Unit 2: Producing Language

This Unit provides learners with the opportunity to develop **talking** and **writing** skills. Learners develop the skills needed to produce simple texts in both written and oral forms.

Unit 3: Literacy

This Unit develops the learners' **reading**, **writing**, **listening** and **talking** skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand simple ideas and information presented orally and in writing. Learners develop the ability to communicate ideas and information orally and in writing that is technical accuracy.

ASSESSMENT

- To achieve the National 3 English Course, learners must pass **all** of the required Units.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- National 3 Courses are not graded.

PROGRESSION

Successful completion of this course may lead to: National 4 English & Literacy.

CAREERS AND FURTHER EDUCATION

Further Education / College Courses - NC, NQ and NPA at level 4.

English is a universal requirement and is therefore relevant to all career areas.

Arts Administrator	Creative Industries (Broadcast Media, Film, or Social Media)
Teaching – early years, primary, secondary, ASN, further education.	Speech and Language Therapy
Communications Officer.	Publishing
Journalism	Law
Public Relations	Editor – print and digital content.
Hospitality.	Administration.
Producer	Marketing
Events Management	Civil Service.

ENGLISH: National 4

COURSE OUTLINE

National 4 English offers learners the opportunity to develop straightforward language skills through the study of literature, language and media.

The main purpose of the Course is to provide learners with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

COURSE STRUCTURE

The course is made up of **four** mandatory Units:

Unit 1 - National 4 English: Analysis and Evaluation Unit

Learners will develop their **reading** and **listening** skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate straightforward texts and spoken language.

Unit 2 - National 4 English: Creation and Production Unit

Learners will develop **talking** and **writing** skills in familiar contexts. Learners develop the skills needed to create and produce straightforward written texts and take part in straightforward spoken interactions, including group discussion and individual presentations.

Unit 3 - National 4 Literacy Unit

Learners will develop **reading**, **listening**, **writing** and **talking** skills in a variety of forms relevant for learning, life and work. Learners who complete this Unit will be able to:

1. Read and understand straightforward word-based texts.
2. Listen to and understand straightforward spoken communication.
3. Write straightforward technically accurate texts.
4. Talk to communicate, as appropriate to audience and purpose.

Unit 4 - National 4 English: Added Value Unit

The learner has to complete an assignment where they have to demonstrate their language skills in the contexts of literature, language or media. This assignment will allow the learner to demonstrate challenge and application.

Learners who complete this Unit will be able to apply language skills to *investigate* a chosen topic by:

- Reading straightforward texts
- Selecting relevant information from the texts
- Evaluating the texts, using some appropriate critical terminology
- Presenting their findings
- Responding to questions

ASSESSMENT

- To achieve the National 4 English Course, learners must pass **all** of the required Units, including the Added Value Unit.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- National 4 courses are not graded.

PROGRESSION

Successful completion of this course may lead to National 5 English and/or Level 5 Literacy.

CAREERS AND FURTHER EDUCATION

Further Education / College courses – NC, NQ and NPA courses at level 5.
Modern Apprenticeship SCQF level 5.

English is a universal requirement and is therefore relevant to all career areas.

With further study, skills in English can contribute to and lead to many careers including:

Arts Administrator	Creative Industries (Broadcast Media, Film, or Social Media)
Teaching – early years, primary, secondary, ASN, further education.	Speech and Language Therapy
Communications Officer.	Publishing
Journalism	Law
Public Relations	Editor – print and digital content.
Hospitality.	Administration.
Producer	Marketing
Events Management	Civil Service.

ENGLISH: National 5

COURSE OUTLINE

National 5 English offers learners the opportunity to develop **detailed** language skills in the contexts of literature, language and media.

The main purpose of the Course is to provide learners with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course also provides learners with the opportunity to develop:

- an understanding of how language works, and use language to communicate ideas and information in English, to use creative and critical thinking to synthesise ideas and arguments, and to develop critical literacy skills and personal, interpersonal and team-working skills.
- independent learning and to enhance their enjoyment and their understanding of their own and other cultures.
- an appreciation of language awareness and of a wide range of literature and texts. This enables learners to access their own cultural heritage and history, as well as the culture and history of others.

COURSE STRUCTURE

The course is structured around **five** key components:

1. Reading for Understanding, Analysis and Evaluation (RUAE).
2. Scottish Set Text
3. Critical Essay
4. Portfolio of Writing
5. Spoken Performance

Each component is an assessable element in the course.

ASSESSMENT

The course assessment has four components:

1. Final Examination Paper 1: Reading for Understanding, Analysis and Evaluation (1 hour).

Learners will be required to demonstrate and apply reading skills. They will have to read one unseen passage of non-fiction and answer questions on it which test their understanding, analysis and evaluation skills.

This paper is **closed book** & worth 30 marks, which is **30% of the overall award for National 5 English.**

2. Final Examination Paper 2: Critical Reading (1 hour 30 minutes).

This section of the final examination has two parts and is based on the literature studied throughout the course:

Part 1: Scottish Set Text

Learners will apply their understanding, analysis and evaluation skills to a previously studied Scottish text.

They must read an extract from the Scottish Set Text they have studied and answer questions on it.

This part of the paper is **closed book** & worth 20 marks, which is **20% of the overall award for National 5 English.**

Part 2: Critical Essay

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language.

They must write one critical essay in response to an unseen question.

This part of the paper is **closed book** & worth 20 marks, which is **20% of the overall award for National 5 English.**

4. Portfolio of Writing.

In the Writing Portfolio learners have to demonstrate their writing skills in different genres and for a range of purposes and audiences.

The Writing Portfolio comprises two pieces of writing. One has to be discursive and the other broadly creative.

The Portfolio is submitted to the SQA for grading and is worth a total of 30 marks. Each piece in the Portfolio will be graded and awarded a maximum of fifteen marks.

The Portfolio is worth **30% of the overall award in National 5 English**.

5. Performance – Spoken Language.

This course element assesses a candidate's skills in talking and listening. Candidates have to take part in an assessed group discussion and/or an individual presentation to an audience.

There are four aspects to the spoken language performance, and candidates must achieve them all. These are:

- employs detailed and relevant ideas and/or information using a structure appropriate to purpose and audience
- communicates meaning effectively through the selection and use of detailed spoken language
- uses aspects of non-verbal communication
- demonstrates listening skills by responding to spoken language

This course element is assessed on an achieved/not achieved basis. It is a **compulsory** component for the National 5 course award.

The final course assessment and award in National 5 English is graded A - D

PROGRESSION

Successful completion of this course may lead to Higher English.
Entry to Modern Apprenticeship SCQF level 6.

CAREERS AND FURTHER EDUCATION

English develops learners' skills in literacy, analysis, critical thinking and communication, all of which are essential for learning, life and work.

Further Education / College courses – NQ and NPA courses at level 5 and 6.
Modern Apprenticeship SCQF level 5 and 6.

With further study, skills in English can contribute to and lead to many careers including:

Arts Administrator	Creative Industries (Broadcast Media, Film, or Social Media)
Teaching – early years, primary, secondary, ASN, further education.	Speech and Language Therapy
Communications Officer.	Publishing
Journalism	Law
Public Relations	Editor – print and digital content.
Hospitality.	Administration.
Producer	Marketing
Events Management	Civil Service.

MATHEMATICS

More information can be obtained from: - MRS A MULLEN
(Faculty Head)

(National 4 & 5)

MATHEMATICS: National 4

COURSE OUTLINE

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

COURSE STRUCTURE

Expressions and Formulae

The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae.

- Use mathematical operational and reasoning skills linked to expressions and formulae.

Relationships

The general aim of this Unit is to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

Numeracy

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

ASSESSMENT

Pupils will follow three units throughout the course and complete an added value unit (AVU) at the end of the course

- Expressions and Formulae – 60% pass
- Relationships – 60% pass
- Numeracy – 60% pass
- AVU – 60% pass

This course is completely internally assessed and moderated using SQA standards. Each of the units and AVU must be successfully passed to gain the full course award.

PROGRESSION

Successful completion of this course will enable pupils to progress to National 5 Mathematics.

CAREERS & FURTHER EDUCATION

National 4 Maths is a vital stepping stone to National 5 Maths which creates many career opportunities.

MATHEMATICS: National 5

COURSE OUTLINE

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

COURSE STRUCTURE

Pupils will follow three units throughout the course

- Expressions and Formulae
- Relationships
- Applications

Content of units

Expressions and Formulae

- Surds, Indices, Scientific notation, algebra, algebraic fractions, gradients, volumes and circle

Relationships

- Straight line, equations, simultaneous equations, changing the subject of the formulae, quadratics, solving quadratic equations, discriminant, converse of Pythagoras, angles, scale factor, trigonometric graphs and equations

Applications

- Trigonometry (Area, Sine and Cosine rule), vectors, percentages and fractions, reversing the change and statistics (mean, standard deviation, scatter graphs and quartiles)

ASSESSMENT

The National 5 Mathematics course is solely based on a final exam covering all three units

- Paper 1 – Non Calculator (75 minutes)
- Paper 2 – Calculator (110 minutes)

PROGRESSION

Achievement of this course gives automatic certification of the following Core Skill

- Numeracy at SCQF level 5

Successful completion of this course will enable pupils to progress to Higher Mathematics.

CAREERS & FURTHER EDUCATION

National 5 Mathematics can be used for access to Primary teaching, Secondary teaching (except Science and Maths, will require Higher Maths), nursing, police force, engineering, accountancy, and many numeracy based courses. It can also be a requirement for many services, care courses and jobs.

APPLICATION OF MATHEMATICS

(National 3, 4 & 5)

More information can be obtained from: - **MRS A MULLEN**
(Faculty Head)

APPLICATIONS OF MATHEMATICS: National 3

COURSE OUTLINE

Enables learners to: interpret real-life situations involving mathematics investigate the use of basic mathematical ideas and number processes in real-life contexts select and apply basic mathematical and numeracy skills in real-life contexts interpret and use the results of calculations, measurements and data to make informed decisions communicate mathematical information in an appropriate way.

COURSE STRUCTURE

Pupils will follow three units throughout the course:

- Manage Money and Data
- Shape, Space and Measure
- Numeracy

As it is a skills based course a variety of assessment strategies will be employed to afford learners the opportunity to show they have gained the skills required.

ASSESSMENT

This course is completely internally assessed and moderated using SQA standards. Each of the three units must be successfully completed with a 60% pass mark in order to gain an award.

PROGRESSION

Successful completion of this course will enable pupils to progress onto National 4 Mathematics.

APPLICATIONS OF MATHEMATICS: National 4

COURSE OUTLINE

The purpose of the National 4 Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

Course Structure

Manage Finance and Statistics

- Budgets, calculating basic pay, deduction, gross/net pay, overtime, bonus, commission, benefits, allowances, interest rates on savings.
- Make a decision based on the best deal e.g. different currency exchange rates
- Representing data in an appropriate format such as bar graphs, line graphs, pie charts, stem & leaf diagrams, frequency tables and scattergraphs.

Geometry and Measures

- Use time intervals to make plans including across midnight
- Construct a scale drawing given a scale and plan a navigation course
- Carry out container packing and investigate tolerance
- Calculating perimeter of shapes and volume including skills like Pythagoras.

Numeracy

- Add and subtract whole numbers including negative numbers, rounding answers.
- Find simple percentages and fractions of shapes and quantities e.g. 10%, 20%, 25%, 50% 75%, $33\frac{1}{3}\%$, $66\frac{2}{3}\%$, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, calculating increase and decrease
- Calculate time intervals using 12-hour and 24-hour clock
- Calculate distance given speed and time
- Reading tables, scales and interpreting graphs and charts

ASSESSMENT

Pupils will follow three units throughout the course and complete an added value unit (AVU) at the end of the course

- Manage Finance and Statistics - 60% pass
- Geometry and Measures – 60% pass
- Numeracy – 60% pass
- AVU – 60% pass

This course is completely internally assessed and moderated using SQA standards. Each of the units and AVU must be successfully passed to gain the full course award.

PROGRESSION

Successful completion of this course will enable pupils to progress to National 5 Applications of Mathematics.

CAREERS & FURTHER EDUCATION

National 4 Applications of Maths is a vital stepping stone to National 5 Applications of Maths which creates many career opportunities.

Applications of Mathematics cannot be used to pursue, a Mathematics, Science or Engineering career.

APPLICATIONS OF MATHEMATICS: National 5

COURSE OUTLINE

The purpose of the National 5 Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

COURSE STRUCTURE

Pupils will follow three units throughout the course

- Numeracy
- Geometry & Measure
- Finance and Statistics

Content of units

Numeracy

- Multiplying decimals by single digits and multiples, rounding, finding percentages, calculating percentage increase and decrease,
- Adding, subtracting fractions, changing to mixed numbers
- Speed, Distance & Time, Area and volume of composite shapes, ratio, direct and indirect proportion

Geometry and Measure

- Scale Drawings using bearings and planning navigation courses
- Using tolerance, pythagoras and gradient
- Planning activities using precedence tables and over time zones

Finance and statistics

- Probability, statistical diagrams, standard deviation
- Budgeting, savings and borrowings, foreign currency

ASSESSMENT

The National 5 Applications of Mathematics course is solely based on a final exam covering all three units

- Paper 1 – Non Calculator (65 minutes)
- Paper 2 – Calculator (120 minutes)

PROGRESSION

Achievement of this course gives automatic certification of the following Core Skill

- Numeracy at SCQF level 5

Successful completion of this course will enable pupils to progress to Higher Applications of Mathematics.

CAREERS & FURTHER EDUCATION

Since National 5 Applications of Mathematics has been accepted many employers, college courses and university courses accept the qualification. It can be used for access to Primary teaching, Secondary teaching (except Science and Maths, will require Mathematics), nursing, police force, and Psychology based courses. It can also be a requirement for many services, care courses and jobs.

Applications of Mathematics cannot be used to pursue, a Mathematics, Science or Engineering career.

ADMINISTRATION AND IT: National 3**COURSE OUTLINE**

The key purpose of this Course is to give learners a basic introduction to administration and to develop their basic IT skills and the ability to carry out simple administrative tasks.

The Course aims to enable learners to develop:

- an awareness of simple administrative tasks
- the ability to use basic functions of word processing, spreadsheets and databases to carry out simple administrative tasks
- basic skills in using appropriate current technologies to gather and communicate administration-related information
- the ability to use basic skills to carry out simple administrative tasks in familiar Contexts

COURSE STRUCTURE**IT Solutions for Administrators**

The purpose of this Unit is to develop learners' awareness of administration in the workplace and to complete simple administrative tasks. The Unit also aims to enable learners to acquire IT skills in familiar administration-related contexts. Learners will use basic functions of the following IT applications — word processing, spreadsheets and databases — to create and edit straightforward documents used in the workplace, which may relate to any administrative function.

Communication in Administration

The purpose of this Unit is to enable learners to carry out simple electronic searching and communication in familiar administration-related contexts. Learners will use current or emerging equivalent technologies to carry out simple administrative tasks. They will also develop a basic ability to use the internet to find information related to everyday administrative functions.

Administration in Action

The purpose of this Unit is to enable learners to perform simple tasks in the context of a practical administration- and IT-based scenario. Learners will use the current or emerging equivalent technologies to work through a series of simple administrative tasks given in the scenario.

ASSESSMENT

All units are internally assessed.

PROGRESSION

This Course or its Units may provide progression to National 4 Admin & IT.

ADMINISTRATION AND IT: National 4

COURSE OUTLINE

The key purpose of this Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations.

The Course aims to enable learners to:

- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop IT skills and use them to perform straightforward administrative tasks acquire organisational skills in the context of organising and supporting small-scale events

COURSE STRUCTURE

Administrative Practices

The purpose of this Unit is to give learners a basic introduction to administration in the workplace. Learners will begin to appreciate key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks required for organising and supporting small-scale events.

IT Solutions for Administrators

The purpose of this Unit is to develop learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts. Learners will use the following IT applications: word processing, spreadsheets and databases, to create and edit simple business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Communication in Administration

The purpose of this Unit is to enable learners to use IT for gathering and sharing simple information with others in familiar administration-related contexts. Learners will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways which show a basic awareness of its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Added Value Unit: Administration and IT Assignment

The purpose of this Unit is to draw on the knowledge, understanding and skills developed in the other three Units. Learners will undertake practical administration and IT-based tasks to organise and support a small-scale event or events.

ASSESSMENT

All units are internally assessed.

PROGRESSION

This Course or its Units may provide progression to National 5 Admin & IT

ADMINISTRATION AND IT: National 5

COURSE OUTLINE

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

COURSE STRUCTURE

Administrative Practices (National 5)

Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators.

IT Solutions for Administrators (National 5)

Learners will select the following IT applications — word processing, spreadsheets, databases — and will use them to create and edit business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

Communication in Administration (National 5)

Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose.

ASSESSMENT

To gain National 5, learners must attempt both course assessment components, which consist of:

- Question Paper (practical IT exam completed during the SQA exam diet) worth 50 marks (42% of overall award).
Questions are set by SQA and assess spreadsheets, databases and some administrative theory.
- Assignment (practical IT tasks completed during class time) worth 70 marks (58% of overall award).

Both components are marked externally by SQA and graded A-D on the basis of the total marks achieved.

PROGRESSION

This Course or its Units may provide progression to Higher Admin & IT

CAREERS & FURTHER EDUCATION IN ADMINISTRATION & IT

- | | | | |
|-------------------------|-------------------------------|-----------------------------|-------------------------|
| • Accounting Technician | • Assistant Migration Officer | • Farm secretary | • Payroll administrator |
| • Admin Assistant | • Auditor | • Finance officer | • Medical Secretary |
| • Arts Administrator | • Book keeper | • Health and Safety advisor | |
| | • Data entry clerk | | |

You will be able to gain entry into the following courses at further education,

College

- HNC/HND Administration & IT

University

- Any degree will require the skills of Administration

ART AND DESIGN

(National 3, 4 & 5)

More information can be obtained from: -

MRS C ROBERTSON CHEYNE
(Faculty Head)

ART AND DESIGN: National 3 and 4

COURSE OVERVIEW

Art and Design is a practical, hands-on subject that develops your creativity and imagination, and your artistic skills.

You will learn how to use a range of art and design materials and techniques.

You will learn the skills involved in planning, producing and presenting art and design work.

You will also find out how artists and designers work, and how factors like their environment and culture have an impact on their work.

COURSE STRUCTURE

Art and Design: Expressive Activity

You will:

- develop and produce drawings and other pieces of visual art based on your ideas and interests.
- demonstrate an understanding of how artists work and the social and cultural influences that impact on their work - through discussions and the completion of a written booklet.
- further improve your ideas and artwork, using a range of materials, techniques and formats in 2D and 3D.

Art and Design: Design Activity

You will:

- plan, research and develop creative design work in response to a design brief
- develop your creativity, problem solving and critical thinking skills by working to find solutions to design problems.
- evaluate designers' working practices and investigate their main social and cultural influences - through discussions and the completion of a written booklet.
- experiment with, develop and improve your design ideas, using a range of materials, techniques and/or technology in 2D and 3D formats.

ASSESSMENT

Both units will be assessed internally by your teacher for National 3 and 4.

Your folio and written work will be assessed on an ongoing basis throughout the course.

PROGRESSION

The National 3 course allows pupils to develop skills that will allow them to progress to National 4 Art & Design.

The National 4 course allows pupils to develop skills that will allow them to progress to National 5 Art & Design, NPA Drawing Skills Level 5 and National 5 Practical Cake Craft.

ART AND DESIGN: National 5

COURSE OVERVIEW

Art and Design is a practical, hands-on subject that develops your creativity and imagination, and your artistic skills.

You will learn how to use a range of art and design materials and techniques.

You will learn the skills involved in planning, producing and presenting art and design work.

You will also find out how artists and designers work, and how factors like their environment and culture have an impact on their work

COURSE STRUCTURE

Art and Design: Expressive Activity You will:

- develop and produce drawings and other pieces of visual art based on your ideas and interests
- develop an understanding of how artists work and the social and cultural influences that impact on their work - through discussions and the completion of a written booklet.
- develop and improve your ideas and artwork, using a range of materials, techniques and formats in 2D and 3D.

Art and Design: Design Activity You will:

- plan, research and develop creative design work in response to a design brief
- develop your creativity, problem solving and critical thinking skills
- work to find solutions to design problems
- assess and evaluate designers' working practices and investigate their main social and cultural influences - through discussions and the completion of a written booklet.
- experiment with, develop and improve your design ideas, using a range of materials, techniques and/or technology in 2D and 3D formats.

ASSESSMENT

Work will be externally graded by SQA at National 5 level.

The portfolio is set by your school and the examination question paper is set by the Scottish Qualifications Authority (SQA). Both components will be externally marked by SQA. The course assessment is graded A-D.

Your teachers review your work on an ongoing basis throughout the course. Items of work might include: practical activities – such as drawings, and models, and written work – such as research assignments and question papers/tests.

The course assessment has 3 components:

1. an expressive portfolio (100 marks)
2. a design portfolio (100 marks)
3. an examination question paper (50 marks **at National 5**)

PROGRESSION

The National 5 course allows pupils to develop skills that will allow them to progress to Higher Art & Design and National 5 Practical Cake Craft.

CAREERS AND FURTHER EDUCATION

Art & Design courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as one-year folio preparation courses HNC, HND, Degree and Honours Degrees in Art or Design areas or a wide range of career options.

Animator	Costume Designer	Illustrator	Sign Writer
Architect	Digital Imaging Specialist	Interior Designer	Teacher –Art and Design or Technical
Artist	Exhibition Designer	Jeweller - Retail	
Arts Administrator	Fashion Designer	Landscape Architect	Technical Illustrator
Arts Exhibition Organiser	Film or Video Editor	Landscape Designer	Textile Designer
Cartoonist	Furniture Designer	Sculptor	Wardrobe Assistant – Film/TV/Theatre
Community Arts Worker	Graphic or Product Designer	Set Designer	Photographer

BIOLOGY

More information can be obtained from: - DR I NICOL
(Faculty Head)

(National 3, 4 & 5)

COURSE OUTLINE

Biology, the study of living organisms (including you!), plays a crucial role in our everyday lives and is an increasingly important subject in the modern world. Biology aims to find solutions to many of the world's problems and advances in technologies have made this varied subject more exciting and relevant than ever.

COURSE STRUCTURE

There are 3 units at each level in Biology:

- Unit 1 - Cell Biology
Learners study the basic unit of life - the cell! We will look at different types of cells, the structures found within each and the reactions these structures carry out, including respiration, protein synthesis, genetic engineering, and the function of DNA.
- Unit 2 – Multicellular Organisms
Learners build on their knowledge from Cell Biology, looking at how cells form different organs and systems, and how these systems work. Learners study plant growth and plant transport systems, genetics, and the following animal body systems - nervous, hormonal, reproductive, digestive, respiratory, and circulatory systems.
- Unit 3 – Life on Earth
Learners will look at various aspects of Environmental Biology, Food Security and Evolution. This includes photosynthesis, how new species and mutations are formed, how animals and plants are adapted to survive, and how all organisms are connected through food chains and food webs.

ASSESSMENT

All learners will receive regular class assessments throughout the year to assess their knowledge, problem solving skills, as well as other practical abilities and experimental procedures associated with Biology.

To achieve **National 3** or **National 4**, learners must pass an end of unit test for each of the 3 units described above.

Learners at **National 5** level will achieve a grade based upon their performance in the SQA exam in May.

PROGRESSION

Learners can progress from National 3 to National 4 Biology, or from National 4 to National 5 Biology.

National 5 learners can progress to Level 6 Higher Human Biology in S5, and then Level 7 Advanced Higher Biology in S6.

Pupils also have the option to study vocational qualifications such as the Level 5 Health Sector course in S5 or S6; or a Level 6 Foundation Apprenticeship course such as Food and Drink Technologies, Scientific Technologies, Social Services Children and Young People, or Social Services and Healthcare in S6.

CAREERS & FURTHER EDUCATION

Studying Biology can open up the opportunity to progress into many of Scotland's growing industries, such as Agriculture and Land, Chemical Sciences, Creative Industries, Food and Drink, Healthcare, Life Sciences, Social Care and Tourism. More information can be found on [My World of Work](#).

Pupils can progress onto a:

- **college course**, such as a NQ Animal Biology and Conservation / HNC Bioscience / HNC or HND Dental Nursing / HNC Hairdressing / HNC Social Services.
- **modern apprenticeship**, such as a Childcare Assistant, or NHS apprenticeships in Accountancy, Dental Nursing, Engineering, Clinical and Non-clinical Healthcare Support Work and Pharmacy Technicians and Biomedical Support Work; Scotland's Rural College (SRUC) apprenticeships in Equine Studies, Agriculture, Horticulture, Land Based Engineering or Landscaping.
- **graduate apprenticeship**, such as applying for Biomedical or Laboratory Science university courses at various Medical and Pharmaceutical companies.
- **university course** such as Biomedical Science, Biomedical Engineering, Biochemistry, Child/Adult/Mental Health Nursing, Dentistry, Immunology, Marine and Freshwater Biology, Medicine, Microbiology, Occupational Therapy, Physiotherapy, Psychology, Paramedic Science, Sport and Exercise Science, Teaching, Veterinary Medicine & Surgery, or Zoology.

BUSINESS MANAGEMENT

More information can be obtained from: - MR M CAMPBELL
(Faculty Head)

(National 3, 4 & 5)

BUSINESS: National 3

COURSE OUTLINE

This Course is designed to develop learners' basic understanding of the way in which small businesses operate and to encourage enterprising attributes.

COURSE STRUCTURE

This course consists of 2 units

Business in Action

This Unit will give learners opportunities to participate in activities that develop an awareness of the enterprising skills and personal attributes required to succeed in business. Learners will develop an understanding of the importance of satisfying customers' needs. This Unit will also develop learners' awareness of the key functional activities that support business and will give them opportunities to demonstrate how the use of ICT supports these functional activities.

Influences on Business

Influences on Business (National 3) This Unit will give learners opportunities to participate in activities that develop a basic awareness of the effects that financial matters and other internal influences can have on business. They will also develop awareness of the effects that a limited range of external influences can have on business. Learners will explore how the actions of stakeholders can affect business success.

ASSESSMENT

- To gain National 3, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)

PROGRESSION

This Course or its Units may provide progression to National 4 Business

BUSINESS: National 4

COURSE OUTLINE

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. The purpose of the Course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments, and to encourage enterprising attitudes.

COURSE STRUCTURE

This course consists of 2 units and a course assignment

Business in Action

In this Unit, learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Learners will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

Influences on Business

In this Unit, learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making. Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

Added Value Unit: Business Assignment

In this Unit, learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course. This will be demonstrated by an assignment. The criteria for the assignment will be sufficiently flexible and open to allow for a degree of personalisation and choice as to the aspect of business to be investigated and how the findings may be presented.

ASSESSMENT

- To gain National 4, learners must pass all Units
- Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards)
- The Added Value Unit (Assignment) will require learners to produce a business proposal.

PROGRESSION

This Course or its Units may provide progression to National 5 Business Management

COURSE OUTLINE

The course highlights ways in which organisations operate and the steps they take to achieve their goals. It enables candidates to understand and make use of business information to interpret and report on overall business performance, in a range of contexts.

COURSE STRUCTURE

The course consists of 5 units and a course assignment

Understanding Business

Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

Management of People

Candidates learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

Management of Finance

Candidates learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

Management of Marketing

Candidates learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.

Management of Operations

Candidates learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

ASSESSMENT

- The question paper has 90 marks, which represents 75% of the overall marks for the course assessment.
- The assignment has 30 marks, which represents 25% of the overall marks for the course assessment.

PROGRESSION

This Course or its Units may provide progression to Higher Business Management

Careers & Further Education in Business Management

- | | | | |
|-------------------|-------------------------|--------------------------|------------------------|
| • Banking | • Transport & Logistics | • Procurement | • Insurance |
| • Accounting | • Auditor | • Clerical Work | • Industrial Relations |
| • Advertising | • Economics | • Buying | |
| • Systems analyst | • manufacturing | • Hospitality management | |

You will be able to gain entry into the following courses at further education, College

- NQ Introduction to Admin, Business and Accounting
- NQ Music Business
- HNC/HND Business Management

COURSE OUTLINE

The National Progression Award in Business with Information Technology is designed to provide candidates with the fundamental knowledge required for success in current and future employment in the business and information technology sector or for progression to further academic qualifications.

COURSE STRUCTURE

This course will run in conjunction with N5 Business Management as they share some of the same areas of study,

Understanding Business

Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

Management of People

Candidates learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.

Management of Finance

Candidates learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

Word Processing and Presenting Information

This Unit is designed to introduce routine features of word processing, presentation and artwork and imaging software. The candidate will gain practical experience in the use of routine features in these types of software. The Unit will also provide candidates with information regarding the selection of appropriate software for specific tasks.

Internet and Online Communication

This Unit is designed to introduce candidates to a range of internet tools used to access, retrieve and exchange information from the internet or an intranet. Candidates will use a range of e-mail features to send and receive messages. Candidates will also acquire routine skills in the use of hardware and software relating to on-line communication.

ASSESSMENT

During the course, the student undertakes a number of assessments in class, which are marked by the teacher. There is no final exam. This results in the student being awarded a Pass or Fail.

PROGRESSION

This Course or its Units may provide progression to Level 5/6 Business with IT or onto the appropriate level of Business Management course.

CHEMISTRY

More information can be obtained from: - DR I NICOL
(Faculty Head)

(National 3, 4 & 5)

COURSE OUTLINE

These courses give opportunities for learners to develop the ability to think analytically, creatively and independently, and to make evaluations. They cover a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis. The courses allow flexibility and personalisation by offering choice in the context studied.

The key areas of atomic structure, bonding and chemical equations are integrated throughout these courses. They offer a broad, versatile and adaptable skill set which is valued in the workplace, and forms the basis for study of chemistry at a higher level, while also providing a knowledge base useful in the study of all of the sciences.

COURSE STRUCTURE

The content is designed to build from each of the topics studied in S1-S3. Please note that previous study of **Chemistry in S3 is essential**.

Unit 1 Chemical Changes and Structure

Rates of reaction
Atomic Structure and Bonding
Acids and Bases

Unit 2 Nature's Chemistry

Climate Chemistry (Fossil fuels, Energy and Climate)
Crop Chemistry
Kitchen Chemistry

Unit 3 Chemistry in Society

Materials, Metals and Alloys
Chemical Analysis and Calculation.
Nuclear Chemistry



It is hoped that during the study of the above topics pupils will become aware of the importance of Chemistry in everyday life. There are plenty of opportunities for practical, experimental work which will allow pupils to develop skills which they may find useful in their place of work.

ASSESSMENT

Assessment of these courses is based on written coursework and practical skills and is continuous throughout the year of study. Evidence on the form of investigation reports and applied knowledge and understanding will be collated throughout the learning process. There is an Added Value Unit/Assignment at National 4 and 5 which assesses learners' capacity to apply information from different sources to a new problem or context. The content for the three levels of the course is summarised in the table overleaf.

National 3	National 4	National 5
Chemical Changes and Structure	Chemical Changes and Structure	Chemical Changes and Structure
<ul style="list-style-type: none"> • rates of reaction • chemical structure • acids and bases 	<ul style="list-style-type: none"> • rates of reaction • atomic structure and bonding related to properties of materials • energy changes of chemical reactions • acids and bases 	<ul style="list-style-type: none"> • rates of reaction • atomic structure and bonding related to properties of materials • formulae and reacting quantities • acids and bases
Nature's Chemistry	Nature's Chemistry	Nature's Chemistry
<ul style="list-style-type: none"> • fuels and energy • everyday consumer products • plants to products 	<ul style="list-style-type: none"> • fuels • hydrocarbons • everyday consumer products • plants to products 	<ul style="list-style-type: none"> • homologous series • everyday consumer products • energy from fuels
Chemistry in Society	Chemistry in Society	Chemistry in Society
<ul style="list-style-type: none"> • the properties of materials • chemical analysis 	<ul style="list-style-type: none"> • metals and alloys • materials • fertilisers • nuclear chemistry • chemical analysis 	<ul style="list-style-type: none"> • metals • properties of plastic • fertilisers • nuclear chemistry • chemical analysis
<p><i>To achieve the National 3 Chemistry Course, learners must pass all of the above Units.</i></p> <p><i>National 3 Courses are not graded.</i></p>	<p><i>To achieve the National 4 Chemistry Course, learners must pass all of the above Units, as well as an Added Value Unit.</i></p> <p><i>National 4 Courses are not graded.</i></p>	<p><i>The Course examination will consist of 2 components: an assignment and a question paper. Both will be externally examined and will provide the basis for grading attainment in the Course award.</i></p>

PROGRESSION

Learners can progress through each of the National 3-5 levels, and from National 5 into Higher Chemistry and then Advanced Higher Chemistry. You can also move between national chemistry courses and national science or health sector.

CAREER OPPORTUNITIES :see <https://edu.rsc.org/future-in-chemistry/career-options>

Chemistry develops analytical, numerical and practical skills and is highly sought after in the following industries:

Sciences
Accountancy/Actuarial
Education
Armed forces

Engineering
Architecture
Medicine
Veterinary Medicine



COMPUTING SCIENCE

More information can be obtained from **MR M CAMPBELL**
(Faculty Head)

(National 3, 4 & 5)

COMPUTING SCIENCE: National 3

COURSE OUTLINE

The purpose of the Course is to develop learners' knowledge of the technological world and to develop their skills in developing computer-based solutions to problems. Computing science is vital to everyday life; it shapes the world in which we live and its future. Computing professionals play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry.

COURSE STRUCTURE

This course consists of 2 units,

Building Digital Solutions

While studying this unit the student will learn how to create computer games, animations and other applications.

Information Solutions

While studying this unit the student will become familiar with –

- database software to store information
- web page creation software
- creating blogs and wikis to share information

ASSESSMENT

During the course the student undertakes a number of assessments in class which are marked by the teacher. There is no final exam. This results in the student being awarded a **Pass** or **Fail**.

PROGRESSION

This Course or its Units may provide progression to National 4 Computing Science or Level 4 Games Development.

COMPUTING SCIENCE: National 4

COURSE OUTLINE

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry.

COURSE STRUCTURE

This course consists of 2 units and a course Assignment,

Software Design and Development

While studying this unit the student will learn about –

- practical problem-solving skills in program design and development
- computational thinking and programming skills while working on practical tasks using Visual Basic Scratch
- how data and instructions are stored in binary form
- how programming underpins computer applications
- the impact of commonly used programs on society or the environment

Information System Design and Development

While studying this unit the student will learn about –

- practical problem-solving skills in information system design and development
- creating databases and websites - these tasks will involve simple features and straightforward contexts
- basic computer hardware, software, connectivity and security issues

Computing Science Assignment

The learner applies skills and knowledge from the other Units to analyse and solve a challenging computing science problem.

ASSESSMENT

The student completes a number of assessments in class which are marked by the teacher. There is no final exam. The student being awarded a **Pass** or **Fail**.

PROGRESSION

This Course or its Units may provide progression to National 5 Computing Science or Level 5 Games Development.

COURSE OUTLINE

The course helps candidates to understand computational processes and thinking. It covers a number of unifying themes that are used to explore a variety of specialist areas, through practical and investigative tasks.

COURSE STRUCTURE

This course consists of 4 units and a course Assignment,

Software design and development

While studying this unit the student will –

- create programs that using Visual Studio to: -
 - develop their knowledge, understanding and problem-solving and computational-thinking skills
- learn to analyse problems, and design, implement, test and evaluate their solutions

Computer systems

While studying this unit the student will learn about –

- how data and instructions are stored in binary form
- computer architecture – the parts of a computer system
- the environmental impact of the use of computers
- security precautions to protect computer systems

Database design and development

While studying this unit the student will –

- develop knowledge, understanding and practical problem-solving skills in database design and development
- learn to analyse, design, implement, test, and evaluate databases
- learn how to use SQL to search and sort a database

Web design and development

While studying this unit the student will –

- learn to analyse, design, implement, test and evaluate websites that use HTML, CSS and Javascript

Computing Science Assignment

The student applies skills and knowledge from the other Units to analyse and solve a challenging computing science problem.

ASSESSMENT

The course is assessed by the Assignment which is marked by SQA and an exam.

The marks are as follows: -

Exam	110 marks
Coursework Task	50 marks

PROGRESSION

This Course may provide progression to Higher Computing Science.

CAREERS & FURTHER EDUCATION IN BUSINESS MANAGEMENT

- | | | | |
|------------------|-------------------|--------------------|-------------------------|
| • Cyber security | • Teaching | • Business analyst | • Software engineer |
| • Bioinformatics | • Web development | • IT consultant | • Computer games tester |
| • Programmer | | | |

You will be able to gain entry into the following courses at further education,

College

- NQ Introduction to Computing and Digital Media
- NQ Introduction to Esports
- HND Computing Technical Support with Cyber Security

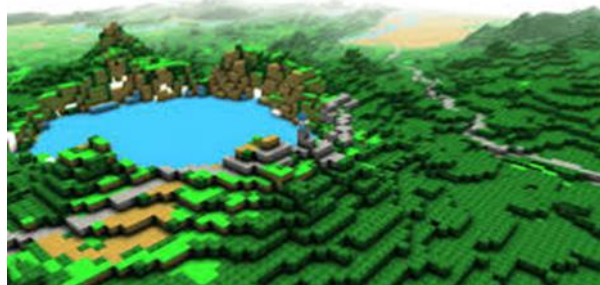
NPA COMPUTER GAMES DEVELOPMENT

More information can be obtained from: - MR M CAMPBELL
(Faculty Head)

(Level 4, 5 & 6)

COURSE OUTLINE

The NPAs in Computer Games Development at SCQF levels 4, 5 and 6 introduce learners to the genres, trends and emerging technologies of the computer games industry. This suite of awards provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing — while also developing employability skills and Core Skills through enterprise activities.



COURSE STRUCTURE

This course consists of 3 units,

Unit 1: Design

Pupils will look at elements of design for existing games on the market and use that knowledge to help them create a design brief for their own game.

Unit 2: Media Assets

Pupils will look at all the types of media that are involved in a game (text, audio, video etc.) and look at ways of incorporating this into their own game.

Unit 3: Development

Having completed the first two units, pupils will be able to take their plan of what game they want to develop and create it.

ASSESSMENT

During the course, the student undertakes a number of assessments in class, which are marked by the teacher. There is no final exam. This results in the student being awarded a Pass or Fail.

PROGRESSION

This Course or its Units may provide progression to Level 5/6 Games Development or onto the Computing Science course.

CAREERS & FURTHER EDUCATION IN GAMES DEVELOPMENT

- | | | | |
|--------------------------|-------------------------|-------------------------|--------------|
| • Applications Developer | • Games Developer | • Multimedia specialist | • VFX Artist |
| • Concept Artist | • Multimedia Programmer | • Software engineer | |
| • Game Designer | | | |

You will be able to gain entry into the following courses at further education,
College

- HNC Computer Games Development

GRADU8 WORK EXPERIENCE

More information can be obtained from: - MS I IQBAL
(Principal Teacher DYW)

COURSE OUTLINE

The GradU8 programme is organised by the South Lanarkshire Youth Employability service and allows for pupils in S4-6 the opportunity to complete a work placement and develop key employability skills.

Pupils can choose from different placements on offer from the Youth Employability team. If pupils wish to work with a particular employer, self-found placements can also be organised. Pupils will attend their placement one day a week (Monday) and will work with a Vocational Development Key Worker to review their progress.

There are a limited number of spaces available and pupils who are interested should ensure they have read the following information carefully and seek advice from their Pupil Support Teacher.

ASSESSMENT

Whilst in school, pupils will utilise their knowledge and skills gained during their placement to work towards a Level 4 Employability Award or a Level 5 Personal Development Award.

PROGRESSION, CAREERS & FURTHER EDUCATION

Completing the work placement allows pupils a better insight into the sector they are interested in, and develop skills and gain experience which will allow them to progress into one of Scotland's growing industries. More information can be found on [My World of Work](#). Learners who continue onto S5 can progress to a Level 6 **Foundation Apprenticeship** in S5 or S6. However, the GradU8 Work Experience is ideally suited to pupils wishing to leave at the end of the school year. School leavers can progress onto a **college course**, a **modern apprenticeship** or **employment**.

GRADU8 COLLEGE

More information can be obtained from: - MR ROBERTSON
(DHT)

COURSE OUTLINE

The GradU8 programme is organised by the South Lanarkshire Youth Employability service and allows for pupils in S4-6 the opportunity to study at College for a Work-based learning qualification in a subject area they may wish to pursue after leaving school.

Pupils will attend New College Lanarkshire one day a week (Monday) and will be transported to and from school.

There are a limited number of spaces available and pupils who are interested should ensure they have read the following information carefully and seek advice from their Pupil Support Teacher.

<u>Course Options</u>	<u>Level</u>	<u>Progression onto other Vocational courses</u>
Uniformed and Emergency Services	4	
Construction	4	Construction GradU8 Level 5
Sport and Recreation	5	
Beauty Skills	5	
Hair and Barbering	5	
Make-up artistry	5	
Engineering	5	Engineering Foundation Apprenticeship Level 6
Early Education and Childcare	5	Childcare Foundation Apprenticeship Level 6
Health and Social Care	5	Health and Social Care Foundation Apprenticeship Level 6
Creative Digital Media	5	Creative Digital Media Foundation Apprenticeship Level 6

ASSESSMENT

All course assessment takes place at and with the staff from New College Lanarkshire. Learners will be required to pass an assessment for each unit being covered in order to achieve the qualification.

PROGRESSION

Learners who continue onto S5 can progress to the GradU8 Work Experience programme, or onto a Foundation Apprenticeship in S5 or S6, as stated in the table above.

CAREERS & FURTHER EDUCATION

Studying one of the above courses allows pupils to progress into many of Scotland's growing industries. More information can be found on [My World of Work](#).

The GradU8 courses support a range of pathways for young people but are ideally suited to pupils wishing to leave at the end of the school year. School leavers can progress onto a **college course**, a **modern apprenticeship** or **employment**.

DESIGN AND MANUFACTURE

More information can be obtained from: - MR M CAMPBELL
(Faculty Head)

(National 4 / 5)

Design and Manufacture: National 4

COURSE OUTLINE

This course provides a broad practical introduction to design, and materials and manufacturing processes. You will develop design skills, as well as skills in making models, prototypes and products. And, you will look at the life cycle of a product; from idea through design, manufacture, and use, including its disposal or re-use. You will learn to appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

COURSE STRUCTURE

This course consists of 2 units and a course Assignment,

Design and Manufacture: Design

Learners will:

- cover the product design process from brief to resolved design proposals, including specification
- learn how to initiate, develop, articulate and communicate design proposals
- learn about the design/make/test process
- appreciate the importance of evaluating and resolving work on an ongoing basis
- Understand design concepts and the various factors that influence the design of products.

Design and Manufacture: Materials and Manufacturing

Learners will:

- cover the product design process from design proposals to prototype or product
- learn to 'close the design loop' by manufacturing your design ideas
- develop the practical skills you need for the design/make/test process
- appreciate the properties and uses of materials, as well as simple manufacturing techniques
- Refine and resolve design and manufacturing solutions.

Course Assignment

Your design assessment will be assessed internally by SQA. Your work will be assessed on an ongoing basis throughout the course. Items of work might include:

- Practical work – such as creating ideas using computer software or by hand, keeping a portfolio of work
- Projects or assignments – such as designing ideas for products in response to a brief.

ASSESSMENT

The student completes a number of assessments in class which are marked by the teacher. There is no final exam. The student will be awarded a **Pass** or **Fail**.

PROGRESSION

This Course may provide progression to National 5 Design & Manufacture.

Design and Manufacture: National 5

COURSE OUTLINE

The main purpose of the course is to allow candidates to develop the skills and knowledge associated with designing and manufacturing. The course enables candidates to develop:

- skills in designing and manufacturing models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

COURSE STRUCTURE

This course consists of 2 units and a course Assignment,

Design

Candidates study the design process from brief to design proposal. This helps them develop skills in initiating, developing, articulating, and communicating design proposals. They gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. Candidates also develop an understanding of the factors that influence the design of products.

Manufacture

Candidates study the manufacture of prototypes and products. This helps them develop practical skills in the design/make/test process. They gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques, allowing them to evaluate and refine design and manufacturing solutions. Candidates also gain an understanding of commercial manufacture.

ASSESSMENT

The course is assessed by the Assignment which is marked by SQA and an exam.

The marks are as follows: -

Exam	80 Marks
Assignment-Design	55 Marks
Assignment-Practical	45 Marks

PROGRESSION

This Course may provide progression to Higher Design & Manufacture.

CAREERS & FURTHER EDUCATION IN DESIGN & MANUFACTURE

- | | | | |
|-----------------------|-----------------------|------------------------|--------------------------|
| • Architect | • Landscape Designer | • Interior Designer | • Environmental Engineer |
| • Carpenter/Joiner | • Mechanical Engineer | • Electrician | • Chemical Engineer |
| • Clerk of Works | | • Construction Manager | |
| • Building Technician | | | |

You will be able to gain entry into the following courses at further education,
College

- HNC 3D Design: Product Design and Manufacturing
- Fashion and Textiles: Design and Manufacture

DRAMA

(National 3, 4 & 5)

More information can be obtained from: - **MRS C ROBERTSON CHEYNE**
(Faculty Head)

Drama: National 3

COURSE OVERVIEW

National 3 Drama provides opportunities for learners to develop skills creating and presenting drama. This Course focuses on the development and use of basic drama skills and production skills to present drama. This Course is practical and experiential. The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop awareness of social and cultural influences on drama
- develop basic skills in presenting drama
- develop basic production skills
- explore form and structure

COURSE STRUCTURE

The Course uses an integrated approach to learning which develops practical skills as well as an awareness of drama. As learners develop their creating skills, they will also learn how to use basic drama skills. They will experiment with presenting through portrayal of character and by using basic production skills. Through creating and presenting drama, reflection skills will also be developed as learners reflect on their own skills and progress, and that of other learners. Learners will also consider the cultural values, identities and ideas that influence drama.

ASSESSMENT

All Units are internally assessed. They can be assessed on an individual Unit basis or by using other approaches, which combine the assessment for more than one Unit. They will be assessed on a pass/fail basis within centres.

The assessment of the Units in this Course will be as follows:

Drama Skills (National 3) In this Unit, learners will be required to provide evidence to demonstrate basic drama skills when they create drama. Learners will use drama skills when they create and present drama. Learners will reflect on their own work and that of other learners.

Drama: Production Skills (National 3) in this Unit, learners will provide evidence to demonstrate their use of basic production skills. Learners will use production skills when they present drama. Learners will reflect on their own work and that of other learners.

PROGRESSION

This course allows pupils to develop skills that will allow them to progress to National 4 Drama.

CAREERS & FURTHER EDUCATION

This course allows pupils to build confidence and resilience, which will allow them to enter the work force.

Drama courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such as HNC, HND, Degree and Honours Degrees in Drama or Production areas, or a wide range of career options.

Acting and Performance/Theatre Performance	Contemporary Performance Practice	Costume Design and Construction
Drama and Performance	Drama and Production	Events Management
Modern Ballet	Music Technology	Musical Theatre
Performance Costume, Sound Design	Theatre and Film	Theatre Studies

Drama: National 4

COURSE OUTLINE

National 4 Drama provides opportunities for learners to develop skills creating and presenting drama. This Course focuses on the development and use of drama skills and production skills to present drama. This Course is practical and experiential. The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge of social and cultural influences on drama
- develop skills in presenting drama
- develop production skills in presenting drama
- use drama skills in a drama performance

COURSE STRUCTURE

Drama Skills (National 4): In this Unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli. They will also learn how to develop portrayal of character and will develop knowledge of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge of social and cultural influences on drama. They will also learn how to reflect on their own progress and that of other learners.

Drama: Production Skills (National 4) in this Unit, learners will explore and develop production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama. Added Value Unit: Drama:

Performance (National 4) This Unit adds value by introducing challenge and application

ASSESSMENT

All Units are internally assessed. They can be assessed on an individual Unit basis or by using other approaches, which combine the assessment for more than one Unit. They will be assessed on a pass/fail basis.

PROGRESSION

This course allows pupils to develop skills that will allow them to progress to National 5 Drama.

CAREERS & FURTHER EDUCATION

This course allows pupils to build confidence and resilience, which will allow them to enter the work force.

Drama courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such HNC, HND, Degree and Honours Degrees in Drama or Production areas, or a wide range of career options.

Acting and Performance/Theatre Performance	Contemporary Performance Practice	Costume Design and Construction
Drama and Performance	Drama and Production	Events Management
Modern Ballet	Music Technology	Musical Theatre
Performance Costume, Sound Design	Theatre and Film	Theatre Studies

Drama: National 5

COURSE OUTLINE

The course has two mandatory areas, the practical element and the written exam. Pupils will choose from acting, sound design, costume design, lighting design, props design, set design or lighting design for their final exam. All of these elements require a performance or a presentation in front of an audience of their peers. The practical area of the exam is assessed prior to the written exam.

COURSE STRUCTURE

Pupils will begin preparing for their performance immediately; this is to give them the best chance to gather research and to learn their lines before the practical assessment. Pupils will also have various written periods per week to allow them to gain the most marks possible in the written exam.

ASSESSMENT

Performance Assessment

The purpose of the performance is to enable candidates to draw on, extend and apply the skills, knowledge and understanding they have learned during the course. The performance assesses the candidate's preparation and performance of a textual extract. The candidate can be assessed in either an acting or a production role.

The performance has 60 marks (60% of the overall course award). The performance has two sections: a performance and the preparation for performance. The weighting of marks across the two sections of the performance is as follows:

- ◆ 50 marks for the performance in either an acting or a production role
- ◆ 10 marks for the preparation for performance

Written Paper Assessment

The question paper consists of two sections: ◆ section 1 assesses the candidate's ability to evaluate their own work and the work of others ◆ section 2 assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance. Candidates are required to demonstrate knowledge and understanding of both process and performance. They are expected to use drama terminology throughout.

PROGRESSION

This course would allow pupils to progress to NPA Technical Theatre in practice, NPA Acting and Performance, NPA Professional Theatre in Practice or Higher Drama.

CAREERS AND FURTHER EDUCATION

Drama courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such HNC, HND, Degree and Honours Degrees in Drama or Production areas, or a wide range of career options.

Acting and Performance/Theatre Performance	Contemporary Performance Practice	Costume Design and Construction
Drama and Performance	Drama and Production	Events Management
Modern Ballet	Music Technology	Musical Theatre
Performance Costume, Sound Design	Theatre and Film	Theatre Studies

MODERN LANGUAGES

More information can be obtained from: - MISS L PARSONS
(Faculty Head)

(National 3, 4 & 5)

FRENCH National 3

COURSE OUTLINE

The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use French, and apply basic knowledge of a modern language.

Learning a foreign language will allow learners to communicate with people from different cultures and to understand and enjoy not just other cultures, but their own too. Knowledge of a foreign language will also allow learners to make connections between different people and their cultures. This will give a better idea of what it means to be a responsible citizen and help learners to play a fuller part as a citizen of the world.

COURSE STRUCTURE

The course is structured around developing simple language skills in: reading, listening, writing and talking. These are covered in the two course units:

1. Understanding Language
2. Using Language

In the course of these units, learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u>Society</u>	<u>Learning / Employability</u>	<u>Culture</u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
	Future careers	

ASSESSMENT

Learners must complete **two** units:

1. Understanding Language Unit

This unit provides learners with the opportunity to develop simple listening and reading skills.

2. Using Language Unit

This unit provides learners with the opportunity to develop simple talking and writing skills.

Each unit will be assessed throughout the year, in class, under exam conditions.

These units will not be graded, but learners will need to pass them both to gain the course award.

A folio of work will be kept, as evidence of what learners have achieved. The talking performance will be recorded. There is no final examination.

PROGRESSION

Successful completion of this course may lead to: National 4 French, Languages for Life and Work Award Level 4.

CAREERS & FURTHER EDUCATION

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine French with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and French can contribute to and lead to many careers in the following sectors:

- | | |
|--|----------------------|
| • Hospitality | • Marketing |
| • Retail | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care |
| • Media and Broadcasting | • Business |
| • Engineering | • Construction |
| • Finance | • Law |
| • Healthcare | • Sport |

FRENCH National 4

COURSE OUTLINE

The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use French, and apply basic knowledge of a modern language.

Learning a foreign language will allow learners to communicate with people from different cultures and to understand and enjoy not just other cultures, but their own too. Knowledge of a foreign language will also allow learners to make connections between different people and their cultures. This will give a better idea of what it means to be a responsible citizen and help learners to play a fuller part as a citizen of the world.

COURSE STRUCTURE

The course is structured around developing straightforward language skills in: reading, listening, writing and talking. These are covered in the three course units:

1. Understanding Language
2. Using Language
3. Added Value Unit.

In the course of these units, learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u>Society</u>	<u>Learning / Employability</u>	<u>Culture</u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
Environmental issues.	Future careers	

ASSESSMENT

Learners must complete **three** units:

1. Understanding Language Unit

This unit provides learners with the opportunity to develop their reading and listening skills in French and to develop their knowledge of straightforward language linked with society, learning and culture.

2. Using Language Unit

This unit provides learners with the opportunity to develop their talking and writing skill in French and to develop their knowledge of straightforward language linked with society, learning and culture.

3. Added Value Unit – Assignment

Learners have to apply their reading, listening, talking and writing skills in order to apply their language skills to investigate a chosen topic.

Overall

- To achieve the National 4 French qualification, learners must pass **all** of the Units..
- Each unit will be assessed throughout the year, in class, under exam conditions.
- A folio of work will be kept, as evidence of what learners have achieved. The talking performance will be recorded.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- National 4 courses are not graded and there is no final examination.

PROGRESSION

Successful completion of this course may lead to: National 5 French, Languages for Life and Work Award Level 5.

CAREERS & FURTHER EDUCATION

Further Education / College courses – NC, NQ and NPA courses at level 5.
Modern Apprenticeship SCQF level 5.

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine French with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and French can contribute to and lead to many careers in the following sectors:

- | | |
|--|----------------------|
| • Hospitality | • Marketing |
| • Retail | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care |
| • Media and Broadcasting | • Business |
| • Engineering | • Construction |
| • Finance | • Law |
| • Healthcare | • Sport |

FRENCH National 5

COURSE OUTLINE

The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use French, and apply knowledge of a modern language.

Learning a foreign language will allow learners to communicate with people from different cultures and to understand and enjoy not just other cultures, but their own too. Knowledge of a foreign language will also allow learners to make connections between different people and their cultures. This will give a better idea of what it means to be a responsible citizen and help learners to play a fuller part as a citizen of the world.

COURSE STRUCTURE

The course is structured around developing detailed language skills in: reading, listening, writing and talking.

Learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u>Society</u>	<u>Learning / Employability</u>	<u>Culture</u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
Environmental issues	Future careers	

ASSESSMENT

The course is assessed through 4 components:

1. **Final Examination – Paper 1**
This assesses learners' reading and writing skills. Learners have access to a bilingual dictionary.
2. **Final Examination – Paper 2**
This assesses learner's listening skills.
3. **Assignment – Writing**
Learners have to produce a piece of writing of 120 – 200 words in French, using detailed language, based on a topic agreed with their teacher. This is completed in school under exam conditions and submitted for marking to the SQA.
4. **Performance - Talking**
Learners carry out a spoken presentation and conversation in French, using detailed language on a topic agreed with their teacher. This is assessed and graded by the class teacher. The talking performance will be recorded.

The final award in National 5 French is graded A – D.

PROGRESSION

Successful completion of this course may lead to: Higher French, Languages for Life and Work Award Level 6.

CAREERS & FURTHER EDUCATION

Further Education / College courses – NC, NQ and NPA courses at level 6.
Modern Apprenticeship SCQF level 6.

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine French with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and French can contribute to and lead to many careers in the following sectors:

- | | |
|--|----------------------|
| • Hospitality | • Marketing |
| • Retail | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care |
| • Media and Broadcasting | • Business |
| • Engineering | • Construction |
| • Finance | • Law |
| • Healthcare | • Sport |

MODERN LANGUAGES

(National 3, 4 & 5)

More information can be obtained from: - MISS L PARSONS
(Faculty Head)

SPANISH: National 3

COURSE OUTLINE

The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use Spanish, and apply basic knowledge of a modern language.

Learning a foreign language will allow learners to communicate with people from different cultures and to understand and enjoy not just other cultures, but their own too. Knowledge of a foreign language will also allow learners to make connections between different people and their cultures. This will give a better idea of what it means to be a responsible citizen and help learners to play a fuller part as a citizen of the world.

COURSE STRUCTURE

The course is structured around developing simple language skills in: reading, listening, writing and talking. These are covered in the two course units:

1. Understanding Language
2. Using Language

In the course of these units, learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u>Society</u>	<u>Learning / Employability</u>	<u>Culture</u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
	Future careers	

ASSESSMENT

Learners must complete **two** units:

1. Understanding Language Unit
This unit provides learners with the opportunity to develop simple listening and reading skills.
2. Using Language Unit
This unit provides learners with the opportunity to develop simple talking and writing skills.

Each unit will be assessed throughout the year, in class, under exam conditions. These units will not be graded, but learners will need to pass them both to gain the course award.

A folio of work will be kept, as evidence of what learners have achieved. The talking performance will be recorded. There is no final examination.

PROGRESSION

Successful completion of this course may lead to: National 4 Spanish, Languages for Life and Work Award Level 4.

CAREERS & FURTHER EDUCATION

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine Spanish with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and Spanish can contribute to and lead to many careers in the following sectors:

- Hospitality
- Retail
- Education – early years, primary, secondary, ASN, further education.
- Media and Broadcasting
- Engineering
- Finance
- Healthcare
- Marketing
- Travel and Tourism
- Social Care
- Business
- Construction
- Law
- Sport

SPANISH National 4

COURSE OUTLINE

The main purpose of the course is to develop the skills of Listening, Talking, Reading and Writing in order to understand and use Spanish, and apply basic knowledge of a modern language.

Learning a foreign language will allow learners to communicate with people from different cultures and to understand and enjoy not just other cultures, but their own too. Knowledge of a foreign language will also allow learners to make connections between different people and their cultures. This will give a better idea of what it means to be a responsible citizen and help learners to play a fuller part as a citizen of the world.

COURSE STRUCTURE

The course is structured around developing straightforward language skills in: reading, listening, writing and talking. These are covered in the three course units:

1. Understanding Language
2. Using Language
3. Added Value Unit.

In the course of these units, learners will develop their language skills in the meaningful real-life contexts of society, learning, employability, and culture. Some of the areas studied are detailed below:

<u>Society</u>	<u>Learning / Employability</u>	<u>Culture</u>
Family and friends	School	Holidays
Home and local area	Subjects	Life in another culture
Sports, health and wellbeing	Jobs & places of work	Events & celebrations
TV, cinema and music.	Qualities	Films & literature
Hobbies and interests	CV	
Environmental issues.	Future careers	

ASSESSMENT

Learners must complete **three** units:

1. Understanding Language Unit

This unit provides learners with the opportunity to develop their reading and listening skills in Spanish and to develop their knowledge of straightforward language linked with society, learning and culture.

2. Using Language Unit

This unit provides learners with the opportunity to develop their talking and writing skill in Spanish and to develop their knowledge of straightforward language linked with society, learning and culture.

3. Added Value Unit – Assignment

Learners have to apply their reading, listening, talking and writing skills in order to apply their language skills to investigate a chosen topic.

Overall

- To achieve the National 4 Spanish qualification, learners must pass **all** of the Units..
- Each unit will be assessed throughout the year, in class, under exam conditions.
- A folio of work will be kept, as evidence of what learners have achieved. The talking performance will be recorded.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- National 4 courses are not graded and there is no final examination.

PROGRESSION

Successful completion of this course may lead to: National 5 Spanish, Languages for Life and Work Award Level 5.

CAREERS & FURTHER EDUCATION

Further Education / College courses – NC, NQ and NPA courses at level 5.
Modern Apprenticeship SCQF level 5.

Given that 75% of the world's population do not speak English, skills acquired in Modern Languages can enhance all careers and pathways within them.

Many college and university courses allow students to combine Spanish with other subjects, such as International Business, Law, Engineering and Human Resource Management.

With further study, skills in modern languages and Spanish can contribute to and lead to many careers in the following sectors:

- | | |
|--|----------------------|
| • Hospitality | • Marketing |
| • Retail | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care |
| • Media and Broadcasting | • Business |
| • Engineering | • Construction |
| • Healthcare | • Sport |
| • Finance | • Law |

COURSE OUTLINE

The Modern Languages for Life and Work Award develops learners' language and employability skills, through studying one or two modern languages (French and/or Spanish and/or German) in practical and relevant contexts for life and work.



The Award aims to enable learners to:

- ♦ develop reading, listening, writing and talking skills in relation to life and work
- ♦ develop knowledge of one or two modern languages in relation to life and work
- ♦ develop employability skills
- ♦ develop a wide range of skills and attributes including communication, self-awareness, confidence and independent learning. Learners will develop the ability to interact and collaborate with others in vocational and cultural contexts.

Prior learning in the subject is not essential, although the Award provides opportunities for learners to build on prior learning experienced in a broad, general education or a Modern Languages qualification at National 3 or National 4.

This course is ideal for those who wish to further develop their skills in Modern Languages in a real-life practical way.

COURSE STRUCTURE

The course is made up of three Units:

Unit 1 - Modern Languages for Life

The purpose of this Unit is to develop basic skills in listening and talking in practical and relevant contexts using the language studied. Learners explore the culture and everyday life in countries where the modern language is used.

Unit 2 - Modern Languages for Work Purposes

The purpose of this Unit is to provide learners with the opportunity to develop basic skills in talking and reading needed to communicate in **any** vocational context using the language studied. It encourages learners to reflect on skills required for employability.

Unit 3 - Building Own Employability Skills

The purpose of this Unit is to provide learners with the opportunity to acquire the skills needed in order to gain employment. These skills include finding out about job opportunities and employers, and the skills needed to apply for a job.

ASSESSMENT

- To achieve the Modern Languages for Life and Work Award, learners must pass **all** of the required Units.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- There is no final examination for this course.

PROGRESSION

- Successful completion of this course at SCQF level 3 may lead to SCQF level 4.
- Successful completion of this course at SCQF level 4 could lead to National 4 or National 5 in French or Spanish.
- Successful completion of this course at SCQF level 4 could lead to Languages for Life and Work Award at level 5.

CAREERS & FURTHER EDUCATION

Given that 75% of the world's population do not speak English, skills built through this course would be relevant for all careers and will enhance employability skills.

Further Education / College courses – NC, NQ and NPA courses at level 5.
Modern Apprenticeship SCQF level 5.

With further study, skills in modern languages can contribute to and lead to many careers in the following sectors:

- | | |
|--|----------------------|
| • Hospitality | • Marketing |
| • Retail | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care |
| • Media and Broadcasting | • Business |
| • Engineering | • Construction |
| • Finance | • Law |
| • Healthcare | • Sport |
| | • |

MODERN LANGUAGES FOR LIFE AND WORK – LEVEL 5

COURSE OUTLINE

The Modern Languages for Life and Work Award at SCQF level 5 will develop knowledge and skills in areas such as society, culture and employability. Learners can specialise in one or two modern languages (French and/or Spanish and/or German).

The Award aims to enable learners to:

- ♦ develop reading, listening, writing and talking skills in relation to life and work
- ♦ develop knowledge of one or two modern languages in relation to life and work
- ♦ develop employability skills
- ♦ develop a wide range of skills and attributes including communication, self-awareness, confidence and independent learning. Learners will develop the ability to interact and collaborate with others in vocational and cultural contexts.



COURSE STRUCTURE

The course is made up of three Units:

Unit 1 - Modern Languages for Life

In this unit, learners will develop their reading and listening skills in response to detailed texts. Learners explore the culture, society and everyday life in countries where the modern language is used.

Unit 2 - Modern Languages for Work Purposes

In this unit, learners will develop detailed writing and talking skills. Learners will explore the context of work and employment, engaging with job applications and job-related discussions. It encourages learners to reflect on skills required for employment.

Unit 3 – Leadership: An Introduction

In this unit, learners will carry out research about leadership, gathering information from various sources to enable them to reach conclusions about what makes an effective leader. They will then evaluate their own potential for leadership by identifying their own skills, qualities and experiences.

ASSESSMENT

- To achieve the Modern Languages for Life and Work Award, learners must pass **all** of the required Units.
- All Units are internally assessed on a pass/fail basis, in accordance with SQA guidelines.
- There is no final examination for this course.

PROGRESSION

The Award may provide progression to:

- Modern Languages for Life and Work Award at SCQF level 5 in one or two other modern languages
- Modern Languages for Life and Work Award at SCQF level 6 in the same modern language(s)
- Modern Languages Courses at SCQF level 5
- Modern Languages for Work Purposes units in the same modern language at SCQF level 6
- Modern Languages for Work Purposes units in another modern language at SCQF level 5
- Modern Languages for Life units in the same modern language at SCQF level 6
- Modern Languages for Life units in another language at SCQF level 5
- National Certificates

CAREERS & FURTHER EDUCATION

Given that 75% of the world's population do not speak English, skills built through this course would be relevant for all careers and will enhance employability skills.

Further Education / College courses – NC, NQ and NPA courses at level 6.

With further study, skills in modern languages can contribute to and lead to many careers in the following sectors:

- | | |
|--|----------------------|
| • Hospitality | • Marketing |
| • Retail | • Travel and Tourism |
| • Education – early years, primary, secondary, ASN, further education. | • Social Care |
| • Media and Broadcasting | • Business |
| • Engineering | • Construction |
| • Finance | • Law |
| • Healthcare | • Sport |

GEOGRAPHY

More information can be obtained from:- **MRS G SMITH**
(Acting Faculty Head)

Geography: National 3, 4 & 5

COURSE OUTLINE

The purpose of the National 3, 4 and 5 Geography courses are to develop pupils' knowledge and understanding of our changing world and its human and physical processes. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship.

These qualifications will also enable pupils to explore cultures which are different from their own. Through this they will develop the knowledge and skills to enable them to contribute effectively to their local communities and at a national, international and global level.

Within the courses there are opportunities for pupils to participate in fieldwork which will allow them to interact with their environment.

As a subject, Geography covers elements of both social sciences and natural sciences: therefore interdisciplinary learning is fundamental to geographical study and encourages links with other disciplines.

Through studying Geography, pupils will be able to successfully apply the knowledge, understanding and skills they have developed to other subjects across the curriculum.

GEOGRAPHY: National 3

COURSE STRUCTURE

The National 3 Geography course has **three** mandatory Units.

Unit 1: Physical Environments

In this Unit, pupils will develop routine mapping skills in geographical contexts. Pupils will develop a basic knowledge of key aspects of landscape types and weather in the United Kingdom.

Unit 2: Human Environments

In this Unit, pupils will develop routine research skills in geographical contexts. Pupils will develop basic knowledge of key aspects of developed and developing countries.

Unit 3: Global Issues

In this Unit, pupils will develop routine skills of using sources of numerical and graphical information. Pupils will develop basic knowledge of key aspects of global geographical and environmental issues.

ASSESSMENT

- To complete the National 3 Geography Course, learners must pass all of the required Units. The required Units are shown in the Course Details section. All units will be assessed within school and will be assessed on a pass or fail basis.
- **National 3 Courses are not graded.**

PROGRESSION

The National 3 Geography course is developed to allow pupils progression to employment and/or training or the further study of Geography at the following level:

- National 4 Geography course or its units.

GEOGRAPHY: National 4

COURSE STRUCTURE

The National 4 Geography course has **four** mandatory Units, including the Added Value Unit.

Unit 1: Physical Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments.

Pupils will study the topic of **Weather** as well as the **two landscape types** shown:

- upland limestone;
- rivers and their valleys.

Within each of the two landscape types from the list above pupils will study:

- the location of landscape type;
- the formation of key landscape features;
- land use management and sustainability in these areas;

Unit 2: Human Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within human environments.

Pupils will study and compare **developed and developing** countries drawn from a global context.

Key topics include:

- contrasts in development;
- world population distribution and change;
- issues in changing urban and rural landscapes.

Unit 3: Global Issues

In this Unit, pupils will develop a detailed knowledge and understanding of significant global geographical issues.

Pupils will study the following topics:

- climate change;
- health.

Within the two selected topics, pupils will also study the **strategies adopted to manage these issues**.

Unit 4: Added Value Unit

In this Unit, learners will choose an issue for personal study drawn from geographical contexts. They will research their chosen issue and present their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the skills, knowledge and understanding acquired in the other three Units of the Course.

ASSESSMENT

- To complete the National 4 Geography Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course Details section. All units will be assessed within school and will be assessed on a pass or fail basis.
- **National 4 Courses are not graded.**

PROGRESSION

The National 4 Geography course is developed to allow pupils progression to employment and/or training or the further study of Geography at the following level:
National 5 Geography course or its units.

GEOGRAPHY: National 5

COURSE STRUCTURE

The National 5 Geography course has **three** mandatory Units.

Unit 1: Physical Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments.

Pupils will study the topic of **Weather** as well as the **two landscape types** shown:

- upland limestone;
- rivers and their valleys.

Within each of the two landscape types from the list above pupils will study:

- the location of landscape type;
- the formation of key landscape features;
- land use management and sustainability in these areas;

Unit 2: Human Environments

In this Unit, pupils will develop a detailed knowledge and understanding of the processes and interactions at work within human environments.

Pupils will study and compare **developed and developing** countries drawn from a global context.

Key topics include:

- contrasts in development;
- world population distribution and change;
- issues in changing urban and rural landscapes.

Unit 3: Global Issues

In this Unit, pupils will develop a detailed knowledge and understanding of significant global geographical issues.

Pupils will study the following topics:

- climate change;
- health.

Within the two selected topics, pupils will also study the **strategies adopted to manage these issues**.

ASSESSMENT

- To gain the National 5 award, pupils must **pass all three Units** as well as the **Course Assessment**. The required Units are shown in the Course Details section.
- The course Units will be assessed within school and will be assessed on a pass or fail basis.
- The **Course Assessment** will consist of a **question paper (70 marks)** which will be completed under exam conditions.

Question Paper: the question paper will require demonstration of a breadth of skills, knowledge and understanding from across the National 5 Course.

Overall Grade: The National 5 Geography qualification will be graded. Upon passing all three Units and the Course Assessment, pupils will be awarded with an overall grade which they have obtained for National 5 Geography.

PROGRESSION

The National 5 Geography course is developed to allow pupils progression to employment and/or training or the further study of Geography at the following level:

- Higher Geography course or its units.

GRAPHIC COMMUNICATION

More information can be obtained from :- **MR M CAMPBELL**
(Faculty Head)

(National 4 & 5)

GRAPHIC COMMUNICATION: National 4

COURSE OUTLINE

The Course provides opportunity for learners to deepen their knowledge and skills they have encountered in S1-3. They will gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

The Course is practical, exploratory and experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact.

COURSE STRUCTURE

The course develops skills in 2 main areas,

2D Graphic Communication

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

3D and Pictorial Graphic Communication

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

ASSESSMENT

The student completes a number of assessments in class which are marked by the teacher. There is no final exam. The student will be awarded a **Pass** or **Fail**.

PROGRESSION

This Course may provide progression to National 5 Graphic Communication

GRAPHIC COMMUNICATION: National 5

COURSE OUTLINE

The course provides opportunities for candidates to gain skills in reading, interpreting and creating graphic communications. They also learn to apply knowledge and understanding of graphic communication standards, protocols and conventions.

COURSE STRUCTURE

This course consists of 2 units and a course Assignment,

2D graphic communication

Candidates develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 2D graphic spatial awareness.

3D and pictorial graphic communication

Candidates develop creativity and skills within a 3D and pictorial graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 3D graphic spatial awareness.

ASSESSMENT

The course assessments have two components:

- a question paper (worth 80 marks)
- assignment (worth 40 marks).

The question paper will assess breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA.

The assignment is carried out over 8 hours and will assess your practical application of knowledge and skills from the units to develop a solution to an appropriately challenging design problem. This assessment is set by SQA and graded externally. Course assessment is graded A – D.

Progression

This Course may provide progression to Higher Graphics Communication.

Careers & Further Education in Graphic Communication

- | | | | |
|-----------------|--------------------|-----------------------|---------------|
| • Animator | • Building Control | • CAD Technician | • Product |
| • Architect | • Surveyor | • Cartographer | Designer |
| • Architectural | • Building | • Exhibition Designer | • Model Maker |
| Technologist | Technician | • Set Designer | • Artist |

You will be able to gain entry into the following courses at further education,
College

- NC Built Environment
- NQ Computer aided design and Technology

COURSE OUTLINE

The National 5 Course is designed to introduce pupils to the health sector and prepare them for work by developing a wide range of knowledge and employability skills valued by employers, as well as develop pupils' research and self-evaluation skills. Pupils will investigate a range of job roles and career opportunities as well as participating in a job interview.

Emphasis throughout all units is on the Employability Skills and attitudes which will help prepare candidates for the workplace.

Pupils will also work with partners Skills Development Scotland and local businesses and employers such as Auchlochan Care Village.

COURSE STRUCTURE

- Unit 1 - Working in the Health Sector – Scotland
Learners are introduced to the range of services provided by the health sector, and by participating in an interview for a specific job role, it will help to develop their knowledge and understanding of the world of work. The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the health sector.
- Unit 2 - Life Sciences Industry and the Health Sector
Learners discover the contribution of the life sciences industry in the diagnosis and treatment of illness and will investigate the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry.
- Unit 3 - Improving Health and Wellbeing
This unit is designed to introduce learners to the wide range of options available in the health sector that help tackle current health and lifestyle issues . It introduces learners to the health and safety risks to workers in the health sector and the importance of a healthy lifestyle.
- Unit 4 - Physiology of the Cardiovascular System
Learners are introduced to the structure and function of the cardiovascular system and apply this knowledge to investigate the effect of a specific disorder on the structure and function of the cardiovascular system. Learners will also participate in various practical activities including a demonstrating current first aid procedures to provide emergency life support.
- Unit 5 - Working in Non-Clinical Roles
•
Learners discover the range and diversity of careers in non-clinical roles in the health sector, by undertaking an investigation into the roles and responsibilities of non-clinical careers and will also participate in a practical activity that demonstrates customer care skills in a non-clinical role.

ASSESSMENT

Learners must pass an end of unit test for each of the 5 units described above, and will be assessed on their knowledge, problem solving skills, as well as other practical abilities and experimental procedures associated with Biology.

PROGRESSION

Learners who successfully complete Level 4 Health Sector can progress to Level 5 Health Sector, or to National 5 Biology. Learners who successfully complete Level 5 Health Sector can progress to Level 6 Higher Human Biology.

Learners can also study vocational qualifications such as a Level 6 Foundation Apprenticeship course such as Food and Drink Technologies, Scientific Technologies, Social Services Children and Young People, or Social Services and Healthcare in S6.

Careers & Further Education

Studying Biology can open up the opportunity to progress into many of Scotland's growing industries, such as Agriculture and Land, Chemical Sciences, Creative Industries, Food and Drink, Healthcare, Life Sciences, Social Care and Tourism. More information can be found on [My World of Work](#).

Pupils can progress onto a:

- **college course**, such as a HNC Bioscience / HNC or HND Dental Nursing / HNC Social Services.
- **modern apprenticeship**, such as a Childcare Assistant, or NHS apprenticeships in Accountancy, Dental Nursing, Engineering, Clinical and Non-clinical Healthcare Support Work and Pharmacy Technicians and Biomedical Support Work.
- **graduate apprenticeship**, such as applying for Biomedical or Laboratory Science university courses at various Medical and Pharmaceutical companies.
- **university course** such as Biomedical Science, Biomedical Engineering, Biochemistry, Child/Adult/Mental Health Nursing, Dentistry, Immunology, Medicine, Microbiology, Occupational Therapy, Physiotherapy, Psychology, Paramedic Science, Sport and Exercise Science, or Teaching.

HOSPITALITY – Practical Cookery

More information can be obtained from:-

MR N ROSS
(Faculty Head)

(National 3, 4 & 5)

HOSPITALITY – PRACTICAL COOKERY COURSE : National 3

COURSE OUTLINE

This course aims to develop learners' life skills and enables them to learn how to prepare and cook food for themselves and others. It also develops their basic organisational skills.

STRUCTURE

The course is practical and experiential in nature, with an emphasis on learners having the ability to work safely and hygienically in all cookery context. The course comprises of 3 mandatory units.

- **Cookery skills, Techniques and processes (National 3)**
- **Understanding and Using Ingredients (National 3)**
- **Organisational Skills for Cooking (National 3)**

ASSESSMENT

To achieve the National 3 Hospitality: Practical Cookery Course Award, learners must pass all of the required Units. It is not graded, and is internally assessed.

PROGRESSION

This course or its Units may provide progression to:

- Other qualifications in Hospitality or related areas
- Further study, employment and/or training

HOSPITALITY – PRACTICAL COOKERY COURSE : National 4

COURSE OUTLINE

This course aims to develop learners' life skills and enables them to learn how to prepare and cook food for themselves and others. It also develops their basic organisational skills, which have an application in a variety of contexts.

STRUCTURE

The course is practical and experiential in nature. It develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills. There is emphasis on learners following safe and hygienic practices in all cookery contexts. The course comprises of 4 mandatory Units, including the Added Value Unit.

- **Cookery Skills, Techniques and Processes (National 4)**
- **Understanding and Using Ingredients (National 4)**
- **Organisational Skills for Cooking (National 4)**

ASSESSMENT

To achieve the National 4 Hospitality: Practical Cookery Course Award, learners must pass all of the required Units,

PROGRESSION

This course or its Units may provide progression to:

- Other qualifications in Hospitality or related areas
- Further study, employment or training

HOSPITALITY – PRACTICAL COOKERY COURSE : National 5

COURSE OUTLINE

This course aims to develop learners' life skills and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops their basic organisational skills, which have an application in a wide variety of contexts.

STRUCTURE

The course is practical and experiential in nature. It develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality – related contexts. There is emphasis on learners following safe and hygienic practices in all cookery contexts. The course comprises of 3 mandatory Units.

- **Cookery Skills, Techniques and Processes (National 5)**
- **Understanding and Using Ingredients (National 5)**
- **Organisational Skills for Cooking (National 5)**

ASSESSMENT

To gain the award of the Course, the learner must pass all of the units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. There is now a written exam which is worth 25% of the marks, the remainder 75% is allocated to internal and practical assessment. This comprises of a 3 course meal to serve 4 people.

Internally assessed practical. 2 hrs 30 mins: 82 marks

Externally assessed Assignment – written 1hr 45 mins: 18 marks

Externally assessed Assessment – written 1hr: 30 marks

PROGRESSION

This course or its Units may provide progression to:

- Other qualification in Hospitality or related areas
- Further study, employment or training

HISTORY

(National 3, 4 & 5)

More information can be obtained from :-

MRS G SMITH
(Acting Faculty Head)

Learners will develop attitudes, including an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas, along with a sense of responsibility and global citizenship.

HISTORY: National 3/4

COURSE OUTLINE

In National 3 and 4 History learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

National 3 and 4 History contribute to learners understanding of the society they live in by helping them develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

STRUCTURE

National 3 and 4 are made up of 4 units over the course of which learners will develop a wide range of transferable skills including researching, understanding and using a limited range of sources of information; explaining information about historical themes and events and communicating by a range of means conclusions based on evidence.

Course content

Unit 1- Scottish History

In this unit learners will develop techniques to comment on historical sources. Events and themes of Scottish history will be studied from the later modern period.

Unit 2- British History

In this unit learners will develop techniques to comment on the factors contributing towards a historical development. Events and themes of British will be studied from the later modern period.

Unit 3- European and World History

In this unit learners will develop techniques to comment on the factors contributing towards a historical development. Events and themes of European history will be studied from the later modern period.

Unit 4- Added Value

In this unit learners will exercise choice in selecting a topic for personal study drawn from the Scottish, British and European contexts. They will research their chosen topic and communicate their findings. Through this activity they will have opportunities to demonstrate greater depth or extension of historical knowledge, understanding and skills as they draw on and apply the knowledge, understanding and skills acquired in the other units of the course.

ASSESSMENT

All units are internally assessed and will be assessed on a pass/fail basis. To achieve the National 3 or 4 History course, learners must pass all of the required units including the added value unit. National 3 and 4 courses are not graded.

PROGRESSION

This course or its Units may provide progression to National 5 History.

HISTORY: National 5

National 5 History is organised in a similar fashion to National 4, being comprised of four units involving the study of Scottish, British, and European and World History, as well as a 4th, value added unit.

ASSESSMENT

Unlike National 4 however, National 5 History will involve a final written exam. This will allow learners to demonstrate a breadth of skills, knowledge and understanding from across the course.

National 5 will also require learners to complete an assignment, similar to that undertaken in National 4, where they will be required to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

PROGRESSION

This course or its Units may provide progression to Higher History.



MODERN STUDIES

(National 4 & 5)

More information can be obtained from :-

MRS G SMITH
(Acting Faculty Head)

COURSE OUTLINE

Modern studies is the study of current events. Through a range of different learning techniques pupils learn about the current political, social and economic state of the world. Learners study society at local, Scottish, United Kingdom and worldwide context. The Course develops the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future. Ultimately it encourages pupils to understand their place in society as global citizens in an ever changing world.

Modern Studies contributes to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multidisciplinary approach.

The main aims of Modern Studies are to enable learners to develop:

- ♦ a range of research and information handling skills
- ♦ an understanding of the political process
- ♦ an understanding of social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- ♦ an awareness of different views about the extent of state involvement in society
- ♦ an awareness of the nature and processes of conflict resolution
- ♦ an understanding of human and legal rights



MODERN STUDIES: National 4

COURSE STRUCTURE

The Four Units of work that compose the National 4 modern studies course are detailed below

Modern Studies: Democracy in Scotland and the United Kingdom (National 4)

In this Unit, learners will develop skills by using sources of information in order to detect and explain examples of bias and exaggeration. Learners will develop a straightforward knowledge and understanding of democracy in Scotland and the United Kingdom. They will develop knowledge and understanding of the UK political structure including the place of Scotland within this and the debates around this arrangement. Learners will then have a choice of contexts for study which will be drawn from either the Scottish political system or the UK political system. Learners will develop knowledge and understanding of the main institutions and organisations which make up political life in their chosen context.

They will develop knowledge and understanding of the ways in which society is informed about the political system, able to participate in and influence the political system. They will develop an understanding of their rights and responsibilities in contemporary democratic political society.

Modern Studies: Social Issues in the United Kingdom (National 4)

In this Unit, learners will develop skills by using sources of information in order to make and give straightforward justifications of decisions. Learners will develop a straightforward knowledge and understanding of social issues in the United Kingdom. They have a choice of social issues within Scotland and the UK.

Contexts for study will focus on either social inequality or crime and the law. The social inequality context, learners will focus on a specific aspect of contemporary social inequality in the UK. They will develop knowledge and understanding of the causes and consequences of social inequality and attempts by government, other organisations and individuals to tackle it. In the crime and the law context, learners will develop knowledge and understanding of the causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

Modern Studies: International Issues (National 4)

In this Unit, learners will develop skills by using sources of information in order to draw and give straightforward support for conclusions. Learners will develop a straightforward knowledge and understanding of international issues. They have a choice of contexts for study. Contexts for study can be either a socio-economic and political study of significant world power or a contemporary world issue. The study of a significant world power will focus on contemporary socio-economic issues and a study of its political system. The study of a world issue will focus on a significant contemporary issue, its causes and consequences, and attempts at resolution.

Added Value Unit: Modern Studies Assignment (National 4)

In this Unit, learners will choose an issue for personal study drawn from Modern Studies contexts. They will research their chosen issue and present their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the skills, knowledge and understanding acquired in the other three Units of the Course

MODERN STUDIES: National 5

COURSE STRUCTURE

Unit 1: Democracy in Scotland

Candidates will study the political process in Scotland. Within this unit pupils will study:

Power and decision-making

- ☐ features of a democratic political society
- ☐ devolved and reserved matters
- ☐ role and powers of Scottish First Minister

Participation

- ☐ rights and responsibilities of individuals
- ☐ opportunities for individuals
- ☐ elections and campaigning (role of individuals, political parties and the media)

Influence

- ☐ the media *and either*
- ☐ pressure groups *or*
- ☐ trade unions

Representation

- ☐ role of MSPs
- ☐ representation of women and minority groups
- ☐ purpose, function and composition of Committees in the Scottish Parliament

Voting systems

- ☐ key features and outcomes of the system used to elect MSPs to the Scottish Parliament, including the strengths and weaknesses of this system.

Unit 2: Crime and the Law

Candidates will study the political process in Scotland. Within this unit pupils will study:

Nature of crime

- ☐ nature and extent of crime in Scotland and/or the UK
- ☐ evidence of crime in Scotland and/or the UK, such as official reports and academic research

Causes of crime

- ☐ social causes and explanations of crime
- ☐ economic causes and explanations of crime
- ☐ biological causes and explanations of crime

Consequences of crime

- ☐ on perpetrators
- ☐ on victims
- ☐ on families
- ☐ on communities
- ☐ on wider society

Criminal justice system

- ☐ role and structure of the criminal courts (including the children's hearing system)
- ☐ powers of the criminal courts (including the children's hearing system)
- ☐ effectiveness of criminal courts in tackling crime

Responses to crime

- ☐ Government responses
- ☐ Police
- ☐ Prisons

Unit 3: World Issues

Candidates will study the political process in Scotland. Within this unit pupils will study:

Nature and cause of conflict:

- ☐ political causes
- ☐ social causes
- ☐ economic causes

Consequences of the conflict/issue:

- ☐ impact on those immediately affected
- ☐ impact on other countries and their governments (including the UK)
- ☐ regional and/or wider international consequence

Attempts to resolve the conflict/issue:

- ☐ bilateral, regional and/or international organisations — role and motivation
- ☐ military attempts to resolve conflict/issues
- ☐ non-military attempts to resolve conflict/issues

Evaluation of international organisation(s) in tackling the conflict/issue:

- ☐ evidence of success/failure
- ☐ reasons for success/failure
- ☐ consequences of success/failure

Assignment

Candidates have an open choice of a Modern Studies topic or issue. Their choice should refer to a contemporary political, social or international issue. They will complete an individual assignment on their chosen topic which they will complete throughout the year.

ASSESSMENT

Component	Marks	Duration
Component 1: question paper	80	2 hours and 20 minutes
Component 2: assignment	20	1 hour

MUSIC

(National 3, 4 & 5)

More information can be obtained from:- MRS C ROBERTSON CHEYNE
(Faculty Head)

COURSE OUTLINE

Music is a practical, hands-on subject that develops your creativity and imagination, and your musical skills. You will have the opportunity to perform a variety of music in solo and/or group settings using your voice or your chosen instrument(s).

You will also develop your skills in composing, arranging and improvising music, and learn about the social and cultural factors that influence music.

COURSE STRUCTURE

The courses have 3 compulsory units.

Music: Performing Skills - You will:

- develop your performing skills on two selected instruments, or on one selected instrument and voice
- learn how to perform music accurately while maintaining the musical flow
- develop your own technical and musical performing skills.

Music: Composing Assignment - You will:

- compose one piece of music.
- review the composing process.

Understanding Music - You will:

- develop your knowledge and understanding of a range of music concepts and music literacy
- learn how to identify the distinguishing features of specific music styles, and how to recognise music concepts in excerpts of music
- learn how to understand and recognise common music signs and symbols used in music notation.

ASSESSMENT

You will be internally assessed by your teacher or lecturer as 'pass' or 'fail'. Your work will be assessed on an ongoing basis throughout the course. Items of work will include practical work, written work and projects.

The course assessment for this course consists of 3 components:

1. composing/assignment (30 marks)
2. performance instrument 1 (30 marks) – performance instrument 2 (30 marks)
3. listening assessment – identifying music styles

For the performance component, you will perform a programme of music that is set by your school, either using two selected instruments or one selected instrument and voice.

PROGRESSION

The National 3 course allows pupils to develop skills that will allow them to progress to National 4 Music.

The National 4 course allows pupils to develop skills that will allow them to progress to National 5 Music, National 5 Music Technology and

CAREERS AND FURTHER EDUCATION

Music courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such HNC, HND, Degree and Honours Degrees in Music or Music Technology, or a wide range of career options.

Acoustics	Journalism	Promotions management
Arts administration	Library and information work	Retailing
Broadcasting and media	Music production	Sound recording
Community arts	Music publishing	Teaching
Composing	Musical instrument technology and repair	
Events management	Performing arts	

MUSIC: National 5

COURSE OUTLINE

Music is a practical, hands-on subject that develops your creativity and imagination, and your musical skills. You will have the opportunity to perform a variety of music in solo and/or group settings using your voice or your chosen instrument(s).

You will also develop your skills in composing, arranging and improvising music, and learn about the social and cultural factors that influence music.

COURSE STRUCTURE

The courses have **3** compulsory units. At National 5 you will be expected to produce a higher standard of work.

Music: Performing Skills - You will:

- develop your performing skills on two selected instruments, or on one selected instrument and voice
- learn how to perform music accurately while maintaining the musical flow
- develop your own technical and musical performing skills.

Music: Composing Assignment - You will:

- compose one piece of music.
- review the composing process.

Understanding Music - You will:

- develop your knowledge and understanding of a range of music concepts and music literacy
- learn how to identify the distinguishing features of specific music styles, and how to recognise music concepts in excerpts of music
- learn how to understand and recognise common music signs and symbols used in music notation.

ASSESSMENT

The course assessment for this course consists of 4 components:

- composing/assignment (30 marks)
- performance instrument 1 (30 marks) – performance instrument 2 (30 marks)
- examination question paper (40 marks at **National 5**)

The paper will be set and marked by the Scottish Qualification Authority (SQA).

For the performance component, you will perform a programme of music that is set by your school or college, either using two selected instruments or one selected instrument and voice.

N5 will be assessed by a visiting SQA assessor. N4,N3 will be internally assessed.

The course assessment is graded A-D.

PROGRESSION

The National 5 course allows pupils to develop skills that will allow them to progress Higher Music or NPA Musical Theatre Level 6

CAREERS AND FURTHER EDUCATION

Music courses build skills to support further education, higher education or a career in the Expressive Arts, with courses such HNC, HND, Degree and Honours Degrees in Music, Music Technology, or a wide range of career options.

Acoustics	Journalism	Promotions management
Arts administration	Library and information work	Retailing
Broadcasting and media	Music production	Sound recording
Community arts	Music publishing	Teaching
Composing	Musical instrument technology and repair	
Events management	Performing arts	

PHYSICAL EDUCATION

More information can be obtained from :- MR N ROSS
(Faculty Head)

(National 4 & 5)

PHYSICAL EDUCATION: National 4

COURSE OUTLINE

National 4 will provide learners with the opportunities to continue to acquire and develop the attributes and capabilities of the four capacities encountered in S1-3, continuing to develop positive attitudes towards a healthy lifestyle. By engaging in physical activity learners will develop skills and be given the opportunity to demonstrate initiative, decision making and problem solving.

National 4 has Mandatory Units

Physical Education: **Performance Skills**
Factors Impacting on Performance
Added Value Unit (Performance)



Performance Skills

The aim of this unit is to provide pupils with the opportunity to develop a range of movement and skills in physical activities. They will aim to perform these skills with some consistency, control and fluency and develop their spatial awareness.

Factors Impacting on Performance

This unit will allow pupils to explore and develop their knowledge on factors that impact performance. Pupils will record, monitor and reflect on their personal performance.

Added Value Unit (Performance)

Pupils will prepare for and carry out a single performance demonstrating that they can apply skills in a challenging situation. Pupils will also be required to identify plan, develop, and organise themselves in preparation for their performance and show awareness of future development needs.

ASSESSMENT

The National 4 PE course assessment is split up into two elements.

1. The first element involves pupils' preparing for their 2 performances.
2. Pupils will participate in one off practical performance from a menu of activities.

National 4 P.E will be internally assessed as pass or fail.

PHYSICAL EDUCATION: National 5

COURSE OUTLINE

The Course will enable learners to develop skills, positive attitudes and attributes in performance and physical activity contexts and to transfer these to other contexts.

COURSE STRUCTURE

Performance Skills

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

Factors Impacting on Performance

In this Unit, learners will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider how mental, emotional, social, and physical factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to develop personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

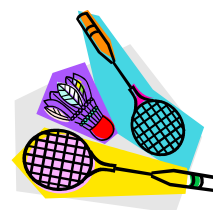
ASSESSMENT

The National 5 PE course assessment is split up into two elements.

1. The first element is 2 performances which are internally assessed both worth 30 marks totaling 60 marks.
 2. The second element is a portfolio piece of work which is externally assessed. Up to 60 marks can be awarded.
- National 5 P.E will be graded A-D.

PROGRESSIONS

Higher Physical Education
Employment or Training



PHYSICS

More information can be obtained from :- DR I NICOL
(Faculty Head)

(National 3, 4 & 5)

COURSE OUTLINE

The courses detailed below give learners an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, to the exploration of space, Physics covers a range of applications of the relationships that have been discovered through experiment and calculation.

COURSE STRUCTURE

The content is a natural progression from the topics studied in S1-S3. Please note that previous study of **physics in S3 is essential**.

Electricity and Energy

Conservation of energy, Electrical charge carriers and electric fields, Potential difference (voltage), Ohm's law, Practical electrical and electronic circuits, Electrical power, Specific heat capacity, Gas laws and the kinetic model,

Waves and Radiation

Wave parameters and behaviours, Electromagnetic spectrum, Light, Nuclear radiation

Dynamics and Space

Velocity and displacement, Vectors and scalars, Velocity–time graphs, Acceleration, Newton's laws, Projectile motion, Space exploration, Cosmology

In studying this course pupils will develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment. They will develop planning skills and problem solving skills, scientific inquiry and investigative skills, scientific analytical thinking skills - all in a physics context. They will learn of the use of technology, equipment and materials, safely, in practical scientific activities.

Course Content and Assessment

Assessment of these courses is based on written coursework and practical skills and is continuous throughout the year of study. Evidence on the form of investigation reports and applied knowledge and understanding will be collated throughout the learning process. There is an Added Value Unit/Assignment at National 4 and 5 which assesses learners' capacity to apply information from different sources to a new problem or context. The content for the three levels of the course is summarised in the table overleaf.

PROGRESSION

Learners can progress through each of the National 3-5 levels, and from National 5 into Higher Physics and then Advanced Higher Physics. You can also move between national physics courses and national science or health sector.

Careers and Further Education see also <https://www.iop.org/careers-physics/your-future-with-physics>

Studying physics gives you the knowledge and skills for careers in the following areas and more: medicine, science research, aviation, energy production, construction and architecture, astronomy, computer games, music production, telecoms, criminal investigation, sports science, design and engineering.

National 3	National 4	National 5
Electricity and Energy	Electricity and Energy	Electricity and Energy
energy sources electricity energy transfer	generation of electricity electrical power electromagnetism practical electrical and electronic circuits gas laws and the kinetic model	Energy transfer conservation of energy electrical charge carriers and electric fields potential difference (voltage) practical electrical and electronic circuits Ohm's law electrical power Heat specific heat capacity Gas laws gas laws and the kinetic model
Waves and Radiation	Waves and Radiation	Waves and Radiation
wave properties light colour optical instruments electromagnetic waves sound	wave characteristics sound electromagnetic spectrum nuclear radiation	Waves wave parameters and behaviours electromagnetic spectrum light Nuclear radiation
Dynamics and Space	Dynamics and Space	Dynamics and Space
forces solar system	speed and acceleration relationships between forces, motion and energy satellites cosmology	Kinematics velocity and displacement velocity-time graphs acceleration Forces Newton's laws projectile motion Space space exploration cosmology
<i>To achieve the National 3 Physics Course, learners must pass all of the above Units. The required Units are shown in the Course outline section. National 3 Courses are not graded.</i>	<i>To achieve the National 4 Physics Course, learners must pass all of the above Units, as well as an Added Value Unit. National 4 Courses are not graded.</i>	<i>The Course examination will consist of 2 components: an assignment and a question paper. Both will be externally examined and will provide the basis for grading attainment in the Course award.</i>

PRACTICAL WOODWORKING

More information can be obtained from :- MR M CAMPBELL
(Faculty Head)

(National 4 / 5)

Practical Woodworking Skills: National 4/5

COURSE OUTLINE

The National 5 Practical Woodworking course provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

COURSE STRUCTURE

This course develops skills in three main areas,

Flat-frame construction

Students develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features. Students develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.



Carcase construction

Students develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcase construction, involving complex features. This may include working with manufactured board or with frames and panels.

Machining and finishing

Students develop skills, knowledge and understanding in using machine and power tools. Students also develop skills in a variety of woodworking surface preparations and finishing techniques.

ASSESSMENT

This will consist of 2 components worth a total of 100 marks.

Question paper 60 marks (scaled mark 30 marks)

Practical activity 70 marks

The practical activity allows students to demonstrate the application of skills and knowledge developed during the course to produce a finished product, to a given standard and specification. The practical activity will be to manufacture a product and complete a log book. The log book will be provided as part of the assessment task.



CAREERS & FURTHER EDUCATION IN GRAPHIC COMMUNICATION

- | | | | |
|---------------------|----------------------|------------------|------------------|
| • Boat/ship builder | • Furniture Designer | • Picture Framer | • Wood Machinist |
| • Cabinet Maker | | • Prop Maker | |
| • Carpenter/ Joiner | • Furniture Maker | • Set Designer | • Glazier |
| | | • Stagehand | |

You will be able to gain entry into the following courses at further education, College

- Construction - Joinery
- Construction – Internal refurbishment and refit

RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES

(National 3, 4 & 5)

More information can be obtained from:- MRS G SMITH
(Acting Faculty Head)

RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES: National 3,4 & 5

COURSE OUTLINE

Rationale

The National RMPS course helps candidates to develop an understanding of the society in which they live and work through learning about, and from, religious beliefs, non-religious viewpoints and personal experience. The course encourages candidates to develop values and beliefs and learn how to express them. It helps them to develop respect for others and an understanding of beliefs and practices which are different from their own. They develop an understanding of human beliefs, values and behaviour; and examine how religion, morality and philosophy might help people find meaning and purpose in life.

COURSE STRUCTURE

Section 1: World Religion

In each world religion, the beliefs, practices and sources are closely related and interconnected. Candidates are not required to learn specific sources for each religious belief and practice. However, they should be able to use examples of sources that inform beliefs and practices, where appropriate.

All candidates should be able to:

- demonstrate knowledge and understanding of religious beliefs and practices
- analyse religious beliefs and practices
- evaluate the relevance, significance and impact of religious beliefs and practices

Buddhism

- ◆ Three Marks of Existence
- ◆ Four Noble Truths
- ◆ Three Poisons
- ◆ Beliefs about the Buddha
- ◆ Three Jewels
- ◆ Kamma
- ◆ Samsara
- ◆ Nibbana
- ◆ Living according to the Eightfold Path
- ◆ Five Precepts
- ◆ Mediation and puja

Useful links

Google Classroom: code= p0or7d

SQA Understanding Standards

<https://www.understandingstandards.org.uk/Subjects/RMPS>

BBC Ethics

<http://www.bbc.co.uk/ethics/guide/>

Section 2: Morality and Belief

- present factual knowledge and understanding of the moral issues
- present factual knowledge and understanding of a religious and non-religious viewpoint on the moral issues
- analyse the different moral issues
- evaluate a religious and non-religious response to the moral issues
- present a reasoned viewpoint on the moral issues

Morality and Justice

- ♦ the purposes of punishment: retribution, deterrence, reformation, protection
- ♦ causes of crime: poverty, environment, psychological factors
- ♦ UK responses to crime: custodial sentences, non-custodial sentences, crime prevention
- ♦ capital punishment and life tariffs: humaneness, human rights

Section 3: Religious and Philosophical Questions

Candidates should be able to do the following at a straightforward level:

- present factual knowledge and understanding of a religious and philosophical question
- present factual knowledge and understanding of contrasting responses to a religious and philosophical question
- analyse a religious and philosophical question and responses to it
- evaluate responses to a religious and philosophical question
- present a reasoned viewpoint on the religious and philosophical question

The Problem of Suffering and Evil

- types of suffering and evil
- explanations of suffering and evil — free will and responsibility — determinism — natural causes — role of God
- problems for beliefs about God — nature of God — challenge to the nature of God — challenge to the existence of God — theodicies

ASSESSMENT

National 5

1. Class assessments- one formal assessment per unit
2. Assignment- written under exam conditions- 1 hour- 20 marks
3. Exam- 2 hours 20 minutes- 80 marks

National 4

1. Class assessments- one formal assessment per unit
2. Added Value Unit- project

National 3

1. Class assessments- one formal assessment per unit

COURSE OUTLINE

The Course is an up-to-date selection of ideas relevant to the central position of science within our society. It is practical and experiential, and develops scientific awareness of issues relating to science.

The Course gives the opportunities for learners to develop the ability to think analytically, creatively and independently, and to make evaluations. The Course covers a variety of contexts relevant to science's impact on the environment and society. It covers the topics Fragile Earth, Human Health and Applications of Science. This will enable learners to become scientifically literate citizens, able to review the science based claims which they will meet.

COURSE STRUCTURE

The content is designed to build from each of the topics studied in S1-S3.

Unit 1 Fragile Earth

There are opportunities for personalisation and choice. Learners will focus on two choices from the following four:

♦ energy ♦ metal ♦ water ♦ food

Unit 2 Human Health

Learners will develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

Unit 3 Applications of Science

In this Unit, learners will develop their scientific skills and carry out practical and other learning activities related to the investigation of the applications of science. Learners will explore science's contribution to communication technologies and the impact that these have had on society/environment.

It is hoped that during the study of the above topics pupils will become aware of the importance of science in everyday life. There are plenty of opportunities for practical, experimental work which will allow pupils to develop skills which they may find useful in their place of work.

ASSESSMENT

For each unit, there will be an experiment report and a short written assessment. The conditions for a unit pass are given in the table:

Assessment Standard	Evidence required
Presenting results in an appropriate format	One format from: table, graph, chart, key, diagram, flow chart, or other appropriate format
Drawing a valid conclusion	Include reference to the aim
Evaluating experimental procedures	Suggest an improvement
Making accurate statements	At least half of the statements should be correct across the key areas of each Unit.
Solving problems	One of each problem-solving skill: <ul style="list-style-type: none">♦ make predictions/generalisations♦ select information♦ process information, including calculations, as appropriate <p>Making accurate statements and solving problems may be combined into one holistic assessment, with marks allocated to each question. In this case, to achieve Outcome 2, the candidate must achieve at least 50% of the marks available in the assessment.</p>

To achieve the course, all 3 units must be passed as above.

PROGRESSION

Learners can progress through each of the National 2-5 levels, and from National 4 into other national 4 courses in science such as Health Sector at level 5.

CAREERS AND FURTHER EDUCATION: SEE

<https://www.stem.org.uk/secondary/careers/resources/science>

Science develops analytical, numerical and practical skills and is highly sought after in the following industries:

Sciences

Accountancy/Actuarial

Education

Armed forces

Engineering

Architecture

Medicine

Veterinary Medicine



A national 2, 3 or 4 qualification in science may help you access other science, nursing or medical courses at college or enter into a foundation apprenticeship, where you can further train and earn a wage at the same time.